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ABSTRACT

This study investigated whether Child Development Associate (CDA) certificate holders in two San Francisco, California, Bay Area counties (Contra Costa and Alameda) felt that CDA certification had increased their professional self-esteem and career development within Head Start. It was hypothesized that the higher the teacher's level of formal education before certification, the less value she or he would attribute to the CDA certificate. Until recently, California did not recognize the CDA credential. Therefore, it was thought that teachers who held the state Children's Center Permit prior to being required to obtain CDA certification would have more negative attitudes about the CDA certificate than those not holding the state permit. Data were collected through questionnaires and interviews. Generally, CDA certification was reported to enhance professional self-esteem by nearly all of the population surveyed, regardless of prior level of education. CDA certification was reported to enhance career development within Head Start for nearly as many as those surveyed, again regardless of prior level of education. Whether or not the CDA certificate holder had previously acquired the Children's Center Permit and whether or not the CDA certificate holder chose to become certified seemed to have no effect on attitude toward the value of the certificate. (The history of the development of the CDA from inception to the present is also described; related materials, including data collection instruments, are appended.) (Author/RH)

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THE CDA: ITS HISTORY AND PROFESSIONAL VALUE

A Thesis Presented to the Graduate Faculty

of

California State University, Hayward

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

By

Barbara Applegate

May, 1984

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THE CDA: ITS HISTORY AND PROFESSIONAL VALUE

By

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Approved:	Date:
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ABSTRACT

The purpose of this study was to determine whether CDA holders in two San Francisco Bay Area Counties felt that the CDA had increased their professional self-esteem and career development within Head Start. It was hypothesized that the higher one's formal level of education before the CDA, the less value would be attributed to the CDA. An important factor in the study was that California did not recognize the CDA (until recently). Many Head Start teachers were informed that they must acquire the CDA even though they already held California's legal license to teach in a preschool, the Children's Center Permit. It was felt that those who acquired the CDA after they already held the Children's Center Permit would find the CDA less valuable than those who did not yet hold California's Permit.

A questionnaire, designed by the writer, was distributed to all CDA holders employed by Head Start in Contra Costa and Alameda Counties. Interviews were conducted with the Education Coordinators of the four Head Start Grantees involved to ascertain administrative attitudes toward the CDA and background information on each program. Additional interviews were conducted to establish motivation in acquiring the CDA with those CDA

holders who had indicated on the questionnaire that they were willing to be interviewed.

The CDA was reported to enhance professional self-esteem by nearly all of the population surveyed, regardless of prior level of education. The CDA was reported to enhance career development within Head Start for nearly as many of those surveyed, regardless of prior level of education. Approximately one-third of those who reported career development had actual career development (advancement to a more responsible position or a salary increase due to the CDA). Two-thirds had perceived career development (believed advancement or salary increase that was not real or was not related to CDA attainment). Whether the career development was actual or perceived appeared to be unrelated to prior level of education or how long the CDA had been held. Whether the CDA was attained before or after the Children's Center Permit had no apparent effect on reported professional self-esteem or career development. Nor did being a former Head Start parent appear to have an effect on reported attitudes toward the CDA.

For the population surveyed, the CDA was a powerful experience in enhancing professional self-esteem regardless of whether the CDA was one's only post-secondary educational

experience or whether one held a post-baccalaureate teaching credential. To a slightly lesser degree, the CDA was felt to have enhanced career development within Head Start, although for two-thirds of those who reported career advancement there was no actual advancement based on the CDA. It may have been that because the increase in professional self-esteem was so intense, it carried over into belief of career advancement. It may also have been that the CDA experience led to a deeper understanding of the importance of early education/child care and that a greater appreciation of the significance of one's job was interpreted as career development. Whether or not the CDA holder had previously acquired the Children's Center Permit and whether or not the CDA holder had little choice in the decision to become involved in the CDA experience seemed to have no effect on attitude toward the value of the CDA.

The history of the development of the CDA from inception to the present was also covered in this study. The facts surrounding the development of the CDA were pulled from CDAC and CDANCP publications, periodicals, and conference proceedings. Because the sources were varied, the historical picture that emerged showed the controversies and frustrations as well as the excitement and dedication.

Milestones covered were the development of the Credential Award System, merging of CDA into HSST, incorporation of CDA into state licensing (specifically in California), history of the CDA grants, Proposed Long-Term Incorporation of CDA's into Head Start, the process of institutionalizing the CDA, expansion projects, and current events.

ACKNOWLEDGEMENTS

Somebody else's dream described my reality in writing this thesis:

> Once I had a dream. In the dream I was to receive a diploma as a spiritual teacher or guide of some sort. There were two of us being presented with such a certificate at the time. The other was a man--Swamibabagurishiroshirabbisoandso. He wore long colorful robes and had a fist full of degrees and papers. To receive his diploma he had only to step forward and present himself with his long titles, flowing robes, and abundant credentials. But before me there stood an enormous mountain of laundry. To receive my diploma I would first have to climb over this huge heap of laundry. (Berends, 1983, p. xv)

Most of all I wish to thank my three daughters who, although they may have contributed to the heap of laundry, were there for me with love and support, even to the point of watching T.V. using an earphone.

I also wish to state my appreciation to Dr. Helen Meyer who guided me, enccuraged me, and gave so generously of her time.

And for all the Head Start staff who took the time to participate in this study, either through filling out the questionnaire and/or being interviewed, and especially for the Education Coordinators who facilitated the questionnaire process and gave extensive interview time, I am very grateful. This study could not have been done without them.

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CHAPTER I

INTRODUCTION

The Child Development Associate (CDA) has been controversial since its inception. For some teachers and teacher assistants it has been a positive experience. Others have indicated resentment toward the CDA. This study focused on two San Francisco Bay Area counties and looked at attitudes of CDA holders in local Head Start programs toward the CDA in two areas: professional self-esteem and career development within Head Start.

Statement of the Problem

Does the CDA enhance the holder's stated professional self-esteem and career development within Head Start?

Background

The official definition of the CDA (revised in 1984) is as follows:

> The Child Development Associate or CDA is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA conducts herself or himself in an ethical manner. (CDA National Credentialing Program, 1984, p. 2)

The CDA has demonstrated her/his ability to meet the six Competency Goals. (See Appendix A for The Competency Structure and Appendix B for the 13 Functional Areas.)

The CDA was created in 1972 in response to specific societal needs in the United States. More and more families needed care for the children outside the home. Research studies were showing that quality care was of supreme importance for these children (Weikart, 1967; Gray & Klaus, 1970; Caldwell, 1974).

> When conceived, the Child Development Associate was based on the principle that the most important factor in a child's life was the quality of care the child received from adult caregivers. This principle remains the ongoing force that propels the growth and continuation of CDA. (Zigler & Kagan, 1981, p. 10)

There were no uniform standards for licensing preschool teachers. Some states had health and safety requirements for child care facilities but the great majority ignored staff qualifications (Williams & Krohnfeldt, 1973). In such states, teachers who were doing an excellent job had no license or credential which verified their competence to themselves or to anyone else. Some of these fine teachers had little formal education, automatically disqualifying them from receiving a credential or higher degree. On the other hand, as Gilman and Signatur (1978) stated, many other teachers

were inadequately prepared to give quality child care.

To improve the quality of care given to young children nation-wide, in 1972 the Office of Child Development established the CDA Consortium (CDAC) to take on the challenging tasks of identifying the behaviors that indicate quality child care and of establishing a national credential award system (CDAC, 1976).

The CDA Credential was to be based on a candidate's performance in the classroom; it would not require a certain level of education as a prerequisite, it would not require any formal college classes (CDA National Credentialing Program, 1981). It would allow for regional and cultural variations while still adhering to the six competency standards (Biber, 1972). It could give states that had no child care regulations a child care regulation system. It could give states that already had such a system an additional option if they chose (Williams & Krohnfeldt, 1973). Above all, from coast to coast, a standard for quality child care would exist for the nation's child care facilities (Hilliard in Jones, 1980b). Its proponents felt that the CDA would establish a national system to improve the quality of child care.

Once the Competencies were defined, the question of training was addressed. The CDA National Credentialing Program (formerly the Consortium) is not a training

institute. The credential awarding was created as a system separate from training. In 1973, Head Start's existing training program, Head Start Supplementary Training (HSST) began to phase out its focus on requiring that Head Start staff obtain a college degree. The new emphasis was on training that would be directly related to performance in the classroom, training that would prepare Head Start staff to meet the six Competency Goals of the CDA Credential (Gilman & Signatur, 1979). Currently, over 350 institutions throughout the nation offer CDA training.

As the CDA Credential is innovative, so is the training. CDA training must be individualized to the needs of each candidate; it must be flexibly scheduled; and it must be at least 50 per cent field-based.

It is not an assessment requirement that a candidate participate in formalized CDA training. The minimum training requirement is that a candidate have at least three training experiences in early childhood education/child development. These may be formal, as college classes, or informal, as inservice training.

As described by the National Credentialing Program (1984), there are four steps in the CDA Assessment System: (a) Application, wherein the applicant selects her local team members and becomes a Candidate,

(b) Information Collection, wherein each team member documents completion of her/his responsibilities, (c) Local Assessment Team (LAT) meeting wherein the collected information is shared and the Candidate is evaluated, and (d) Credential Award, wherein the successful candidate receives the credential from CDA National Credentialing Program (CDANCP). (For further information see Chapter II and Appendix C.)

The only time requirement is that the Candidate and the Advisor have a training relationship for a minimum of twelve weeks. Aside from this, the length of time that the process takes is totally individualized to the needs of the candidate.

Justification for the Study

The State of California, until recently (see Chapter II for detail), did not recognize the CDA Credential as a legal permit in its child care regulations. California recommends that all teachers in publicly-funded child care programs hold the Children's Center Instructional Permit (CCP) which is based heavily on traditional college training.

The Administration for Children, Youth and Families (ACYF), in promoting the CDA Credential, announced in 1978 that any new Head Start grants would be

based, in part, on the willingness of the future grantee to give first priority to CDA applicants in hiring classroom teachers and to applicants with a Bachelor's Degree with a major in Early Childhood Education second (Federal Register, 1978). This policy was interpreted by many to mean that all Head Start teachers who did not hold a Bachelor's Degree with a major in early childhood education were required to obtain a CDA. This interpretation was promoted by the issuance of the Draft Requirements for Long Term Incorporation of CDA's into Head Start, which proposed that all Head Start classrooms be staffed by CDA's (or Baccalaureates with majors in early childhood education/child development) by October, 1981 (Appendix E). Because of the policy described in the 1978 Federal Register and because of the Draft Requirements, many Head Start teachers in California were informed that they must apply for a CDA, even though it was not recognized as a legal license by California and even though they already held California's legal license, the Children's Center Permit. Above and beyond California's license, they would have to follow Head Start requirements and become involved in the CDA process.

This study may be a small step in clarifying the perceived value of the CDA in California by giving voice to those people directly involved in the controversy,

Head Start teachers and teacher assistants who have been through the CDA experience.

Hypotheses

It was felt that the data from the questionnaire and interviews would support five hypotheses.

1. CDA holders who did not yet qualify for the Children's Center Permit (CCP) would report enhanced professional self-esteem.

2. CDA holders who received the CCP after the CDA would report enhanced professional self-esteem.

3. CDA holders who received the CCP before the CDA would report enhanced professional self-esteem.

   3a. The higher the educational level of the CDA holder before receiving the CDA, the less enhancement of professional self-esteem would be reported.

4. CDA holders who did not yet qualify for the CCP would report enhanced career development when there had been an opening in Head Start.

5. CDA holders who received the CCP before the CDA will not report enhanced career development within Head Start.

The figure of 75 per cent was chosen to indicate significance in accepting or rejecting the hypotheses.

If 75 per cent or more of the relevant data supported the hypothesis, it would be accepted. If less than 75 per cent of the relevant data supported the hypothesis, it would be rejected.

Delimitations

The population for this study consisted of Head Start teachers and teacher assistants. Education Coordinators were interviewed to give a better balanced picture of the agencies' attitude toward the CDA.

The geographical area covered by the study was limited to Contra Costa and Alameda Counties of the San Francisco Bay Area. The populations of these counties vary from rural to suburban to urban.

Definitions

Child Development Associate (CDA) - a competency-based teaching certificate sponsored by the Office of Child Development, Department of Health and Human Services.
Children's Center Permit (CCP) - the preschool teaching certificate issued by the State of California. It requires 40 college semester units in specific areas of study and 2 years of preschool classroom experience.
Professional Self-Esteem - self-reported awareness of increased skills and knowledge of early childhood education.

Career Development - increased responsibility and/or wages.

Enhancement - an increase, measured by self-reported attitude assessment.

Summary

The question addressed in this thesis was: Does the CDA enhance professional self-esteem and career development within Head Start? The CDA has been controversial in California, especially since 1978 when many Head Start teachers were informed that they must acquire the CDA even though they already had California's Children's Center Permit. This study covered two San Francisco Bay Area counties and looked at participants' attitudes toward the professional value of the CDA.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Since the purpose of this thesis was to determine whether or not the Child Development Associate (CDA) was viewed by its holder as having professional value, the review of selected literature focuses on the CDA process, the history of the development of the CDA, some of the research related to the CDA, and the assessment of attitudes.

The CDA assessment process is covered to facilitate understanding of what is entailed in acquiring a CDA. (Refer to Appendix C for a schematic presentation.)

The history of the development of the CDA is presented in detail because it does not appear to have been documented in any single source before this. The available literature does allow for a piecing together of the history from a variety of sources; however, because the CDA has always been in a state of flux there are some gaps.

A search of the literature related to the CDA reveals an abundance of training manuals but a scarcity of research projects. The third section of this chapter

covers the few research studies and conference proceedings as they relate to professional self-esteem and career enhancement in Head Start.

The final section presents some of the literature on the assessment of attitudes.

A time pattern became evident as the search for journal articles relating to the CDA was begun. Articles appeared in the popular journal literature as early as December of 1972. From that time on, articles about CDA were published periodically through 1976. Most were written by CDA staff members with the intent of explaining and bringing the CDA to the attention of the public.

However, from 1977 through 1980, the CDA disappeared from the popular literature. It was not until 1981 that the CDA resurfaced as a topic for journal publication. The four year hiatus in popular literature coincides with the two years that the CDA Consortium itself nearly disappeared.

The CDA Process

As described in CDA Competency Standards and Assessment System (CDANCP, 1984), there are four steps in the CDA Assessment System.

1. Application

An individual (at least 18 years of age) who

works with young children and their families may request a CDA application from the CDA National Credentialing Program (CDANCP). S/he chooses an Advisor (an experienced and skilled early childhood educator/supervisor) and a Parent/Community Representative (a person who has been a parent or volunteer within the last two years in the Candidate's center but does not now have a child in the Candidate's room). These three become the Local Assessment Team (LAT) members. They each complete their part of the application form, and the director of the applicant's program gives written permission for the assessment to occur during the program. The application form and fee are mailed to CDANCP and, upon acceptance, the applicant becomes a CDA Candidate.

2. Information Collecting

Each member of the LAT has the responsibility to collect certain information about the Candidate's work with young children and their families.

The Candidate assembles a Portfolio which documents, by means left to the creativity and individuality of the Candidate, her/his competence in each of the 13 Functional Areas.

The Advisor completes the Advisor's Report Form which documents that a minimum of 12 weeks of training have been given to the Candidate to enable him/her to

meet the Competencies. The Advisor observes the Candidate a minimum of three times in all 13 Functional Areas and makes recommendations for further growth and development.

The Parent/Community Representative (P/C Rep) also observes the Candidate working with the children and records her observations of the 13 Functional Areas on the P/C Rep Report Form. In addition, the P/C Rep distributes a parent opinion questionnaire to each parent who has a child in the Candidate's class. S/he collects the questionnaire and tallies them on a Summary of Parent Opinions.

When all three LAT members have finished their information collecting, they sign a Readiness Notification Form. This, along with a fee, informs the CDANCP that the Candidate is ready for assessment.

Upon receipt of the Readiness Form and fee, the CDANCP assigns the Candidate a CDA Representative (an early childhood education professional trained to do CDA assessments). The CDA Rep's information-collecting tasks are a three-hour observation of the Candidate working with the children and an interview with the Candidate concerning the 13 Functional Areas (usually lasting about one and one-half hours).

3. <u>The Local Assessment Team (LAT) Meeting</u>

The purpose of this meeting, which lasts

approximately four hours, is to assess the competency of the Candidate in each of the 13 Functional Areas. The CDA Rep is responsible for conducting the meeting and for documenting that the specific procedures were carried out in order to meet the national CDA standards. However, each member of the LAT is considered to have an equal voice. For the Candidate to be awarded the Credential, the final vote on her/his competency must be unanimous.

Each LAT Meeting nationwide follows the same procedures: After an introduction wherein team members are introduced and the CDA Rep explains the various forms used, each member reads the other members' collected information on the Candidate. This step takes approximately an hour.

Next, the CDA Rep reviews the procedures used in evaluation of the Candidate's performance:

The definition of the Functional Area is read aloud. Each team member in turn presents information about the Candidate that is relevant to the Functional Area being discussed. The team members discuss the information. Each member votes in writing on her/his individual Meeting Vote Form. Each vote is recorded on the Candidate's Profile (a form that documents the voting and gives an overview of the Candidate's performance and any recommendations for further growth and development in

each of the 13 Functional Areas). These procedures are followed 13 times, once for each of the Functional Areas.

The fourth step in the LAT Meeting is the evaluation of the Candidate's performance following the above-mentioned procedures.

The fifth step is the on-going verification by the CDA Rep that the correct process is being followed and that all team members are present. The CDA Rep cannot vote in the final decision unless all procedures have been properly followed.

Sixth, the team makes its final decision, evaluating the Candidate's overall performance. The team may vote to award the Candidate the Credential (the decision must be unanimous) or it may recommend that the Candidate needs more training.

The last step is to complete the Profile after which it is signed by each LAT member. The Candidate keeps the original, and CDANCP receives the copy.

4. Credential Award

The CDA Rep sends all documentation of the LAT Meeting (except the Portfolio which the Candidate keeps) to CDANCP. If the materials are complete and there is verification that proper procedures were followed, the CDANCP follows the recommendation of the LAT. If the Candidate is to be awarded the Credential, a credentialing

fee is collected, and the Candidate is sent her/his official CDA Credential.

If the recommendation of the LAT was that the Candidate needs more training, s/he receives a letter from CDANCP to that effect, with encouragement to reapply for assessment after further training.

Appendix C gives a schematic view of the CDA process.

History of the Development of the CDA

Inception

In 1970, at the National Association for the Education of Young Children (NAEYC) Conference, Edward Zigler, Director of the Office of Child Development, spoke of the tremendous increase in enrollment of children, ages 3-5, in child care programs and of the increasing number of women joining the work force. He promised a national commitment to address these issues.

At the 1971 NAEYC Conference, Zigler announced implementation of the Child Development Associate (CDA) Project.

As the National Head Start Project, "Planned Variations," was concluding, the Office of Child Development decided that the next area to be emphasized to improve the Head Start Program would be training. The

training would have two aspects: first, to improve actual classroom skills of Head Start teachers and second, to give recognition to competent teachers in those areas of the nation where preschool credentials or licenses did not exist.

In order to decide what behaviors indicated competence, a task force of academic and Head Start leaders was brought together to Washington, D.C. by Dr. Jenni Klein (Chief, Educational Services Branch, Head Start). After three days of discussion, the large group divided into small groups and returned home to work further on defining the subject.

Barbara Biber, of the Bank Street College of Education, summarized into a draft form the reports from each group. This was sent to major university experts and to Head Start for evaluation. Few recommendations for change were made by the reviewers. Thus, the six CDA Competencies (Appendix F) were created (Elioff, 1984).

Biber (1972) described the complexity of the task of formulating guidelines that would reflect a single position from many differing opinions. Some of the considerations faced by the task force were how to avoid the "deficit-based" outlook of many of the then-current compensatory education programs and to reflect the interdependence of all developmental processes; how to

reflect the plurality of the social, cultural, and regional child-family variations and yet remain consistent to chosen goals; how to integrate parent values and expectations with those of professional educators; and how to achieve a deeper understanding between these two groups.

In June of 1972, the Child Development Associate Consortium (CDAC) was established as a private, nonprofit corporation composed of representatives from 39 national organizations and two public members. The Consortium Board of Directors, elected by the membership, would establish policy and goals. The goals of the CDA Consortium were to:

1. Establish the competencies required of persons engaged in early childhood education.
2. Establish methodologies for assessing such competencies.
3. Issue appropriate credentials to persons possessing such competencies.
4. Develop and disseminate principles and advise on programs for training to obtain such competencies.
5. Promote an understanding and acceptance among professionals, governmental bodies, and the general public of the credential and of the competencies on which it was based (CDAC, 1976).

After six months of existence, Williams and Ryan (1972) recounted the challenge of the tasks facing the Consortium. Referring to the draft competencies, he stated that some cannot readily be defined or even measured, some are equivocal as to degree, some may have been omitted, and some may never be identified. He also mentioned the difficulty of assessment. In spite of these complications and the enormity of the tasks, the Consortium accepted the challenge because of its importance to quality child care and early education.

The Credential Award System

The Consortium's Credential Award System (CAS) was developed over the next three years and officially adopted on March 27, 1975.

The CAS was established by a diverse group of participants and included different research activities. The CDAC (1976) reported that the groups that had a direct influence on the development of the CAS were the following.

Board of Directors. The Consortium Board of Directors had principal authority over the Consortium and the CAS. During the time from inception, July, 1972, to the awarding of the first CDA Credentials in July, 1975, the Board of Directors adopted the six CDA Competencies

(originally developed in 1972 by the task force of experts in early childhood education/child development), developed organizational policies and procedures, approved a prototype assessment system, authorized two field tests, and, in general, supported and promoted the CDA project.

Staff. The Consortium staff was responsible for implementing the policies set by the Board of Directors. The staff worked closely with the Office of Child Development who funded not only the Consortium but the 13 pilot programs which developed CDA training programs and assessment procedures throughout the ten Department of Health, Education, and Welfare (DHEW) regions. The staff also was responsible for liaison with the Head Start Supplementary Training (HSST) programs located at colleges and other institutions around the nation. Staff developed ties with state agencies, set up a field network system, established a prototype assessment instrument and administered two field tests. The end result was the Credential Award System.

Task Forces and Colloquies. These gave the Consortium access to a diverse group of child care givers. Many ethnic/cultural minorities were represented. Participants in these groups made a direct, personal commitment to assist in the development and

> implementation of a quality CAS. The Consortium in turn made a commitment to continue to involve special interest representatives in the further development of the Consortium's program. (CDAC, 1976, p. 7)

Young (1980) reported on several aspects of the Black colloquy report and the Chicano colloquy report. The former questioned whether there might be an underlying connotation of mediocrity in the use of the word competence as compared to a term like proficiency. It also recommended that the assessment be able to identify teachers who have little empathy for individual children. The latter recommended additional competencies to reflect understanding of the differences between Chicano and Anglo verbal and interactive patterns and behavior.

Subcontractors. Subcontractors conducted much of the research that went into the designing of the CAS. Examples of topics researched by this group were: "Developing a Procedure for Assessing CDA Competencies in the Self-Concept Domain," "CDA Competency Indicators," and "The Identification of Competencies for Child Development Associates Working with Chicano Children." Forty-four research projects concerning the competencies and the assessment system were carried out over the three-year period of development of the Credential Award System.

Participants. The fifth group was the participants of the 13 pilot projects, the field tests, and the

field trials. These involved hundreds of people without whose cooperation and interest the CDA could not have been developed.

Pilot Projects and Field Tests

The excitement and enthusiasm of candidates working on a pilot project to develop an assessment system were described by Hilliard (Jones & Hamby, 1980b). Candidates were required to collect video camera samples of their work to show to a committee of local business and professional people. He cited the close tie between the training and the testing situation, and the competency-based aspect of the system (in contrast to the traditional paper and pencil emphasis) as reasons why candidates showed eagerness rather than anxiety during the assessment.

Menne (1976) stated that the Department of Child Development of Iowa State University, one of the participants charged with developing an assessment procedure, found the task frustrating. This was because the assessment process, developed at the local level, was required to meet certain criteria to be developed at the national level. Those criteria, at the time, were still unspecified.

In the spring of 1974, the Consortium organized an extensive field test to study the feasibility of the prototype credential award system. The results of the

field test indicated that the system could be implemented successfully. One of the interesting findings was that in a comparison between candidates judged competent and candidates judged not competent, those who had the most experience in working with young children were more often judged competent. In the same comparison, the more formal education the candidate had, the more likely s/he was to be judged competent. Seventy-five of the seventy-seven candidates judged competent had at least an A.A. degree (CDAC, 1976).

Revisions of the assessment process were made during the winter of 1976 and a second field test was conducted.

Shortly before the results of the second field test were to be presented to the Board of Directors, C. Ray Williams (1975), then Executive Director of the Consortium, described the challenging process of development of the CAS. The variety of voices demanding consideration made the formulation of a philosophical base exceedingly complex. Incorporating the philosophical base into the system in a workable manner was another challenge. He also noted that even after adoption, the system must be continuously tested and refined.

The original focus of the second field test was to determine how well the revised assessment process

performed in the field. Due to additional questions proposed by the Consortium Board of Directors at the time the preliminary results of the field test were presented, the data were further analyzed to give additional information. The assessment process was judged workable and credible. However, when the data were analyzed to show validity of the CDA competencies, the conclusions were limited: "It can be concluded that CDAC's organizing schema is very good and that it does have an impressive amount of Construct Validity" (CDAC, 1976, p. 50).

Engel (1975) stated that the CDAC Board of Directors was forced to relinquish, at least temporarily, its hope for a fully validated system:

> . . . because the pressure from OCD to produce the system was so great, or because of the realization that the rigid imposition of traditional principles of test validity on the CDA assessment was unrealistic and probably itself invalid. (Engel, 1975, p. 17)

The field test results were also inconclusive when analyzed for the ability of the assessment process to differentiate competency and incompetency.

On the basis of both field tests and a follow-up questionnaire to participants, the Credential Award System was judged credible and workable and the Consortium Board of Directors voted to begin awarding the credential (CDAC, 1976).

Engel (1975) noted that the Board of Directors' vote was nine to three to approve the CAS. The opposing votes were those cast by the traditional teacher education organizations. Engel predicted that their opposition, including that of the non-voting but influential National Teachers Association (NEA) and American Federation of Teachers (AFT), would affect the future acceptance of the CDA in the states.

On July 24, 1975, the first CDA credentials were awarded at a special ceremony in Washington, D.C.

In reviewing the beginnings of the Consortium, Engel (1975) offered an interesting perspective. She characterized the first years of the Consortium as "stormy." A great deal of time and money were spent because the Consortium was committed to the importance of hearing the opinions of minority group interests and the child development-related organizations. Other delays were caused by internal management difficulties, over-extended public relations efforts, and the unwieldy initial assessment system.

As the Consortium began its third year and its third million, it realized that OCD would not renew funding if a ready-to-go CAS was not operable in 1975. With this pressure, the Board of Directors and staff pulled together to organize the field tests and approve

the system (Engel, 1975).

One year later in July, 1976, an evaluation was made of the first year of operation of the CDAC Credential Award System (CDAC, 1976). Among the recommendations suggested by the evaluation were: continue to operate the CAS as it was designed and as it functioned during 1975-76, monitor the enrollee and applications file to insure active candidacy of all candidates, increase the number of items to be rated by the Local Assessment Team (LAT) members for each functional area to help increase the validity and reliability of the assessment system, and secure academic credit for the CDA credential.

Until 1982 the CDA credentialing system functioned much as it was designed in the 1975 field test with few changes.

Head Start Supplementary Training

At a CDA seminar, Collins (Jones & Hamby, 1980b) described the goals of Head Start. The primary goal has been to provide quality programs for children, while the second goal has been to provide career development for parents, community residents, and others through employment within the program. He cited the 1968 "Full Year Head Start Plan for Career Development" (Office of Child Development, 1968) as the policy which became known

as Head Start Supplementary Training (HSST). This policy provided for career development and college-level training for Head Start staff. In 1969, HSST was modified to emphasize obtaining a degree for all Head Start staff. This focus was based on the assumption that college training would improve performance in the Head Start classroom (Jones & Hamby, 1980b). Although many Head Start staff did go on to get degrees with the support of HSST, there were concerns that degree requirements often were not related to working with young children in a group setting (Gilman & Signatur, 1979). Consequently, in 1973, the Office of Child Development (OCD) changed the focus of HSST to one that emphasized training of staff to acquire the six CDA competencies. At the same time, HSST did continue its support to all staff who were at least 50% of the way through a degree program. (Refer to Appendix D for HSST/CDA eligibility requirements and priorities.) The goals of the new training policy were staff competence and the enhancement of career development and professional status (Jones & Hamby, 1980b). It is of interest to note that in the 1973 study done by the National Planning Association, the researchers stated that their original task had been to develop guidelines for incorporation of CDA's into Head Start, but that Klein had then gone ahead with incorporating CDA into

HSST. However, the study did make several recommendations.

> To meet the requirement for CDA's in Head Start, large numbers of personnel must be motivated to undertake training. Incentives must be present in the form of pay, prestige, status, increased job satisfaction, better working conditions and fringe benefits, and improved career opportunities. Otherwise, why should the present employee or job seeker undertake the training? (National Planning Association, 1973, p. v)

Because Head Start Performance Standards say little about staff qualifications, the Association recommended revision to include the CDA as mandatory. In addition, because it would be impossible to train enough CDA's to make their hire mandatory, the study suggested selecting certain programs to hire CDA's as a sensitive way to introduce the change.

Klein and Weathersby (1973) regarded the major challenge of the new training policy to be concentration on the competencies as well as helping trainees to integrate new knowledge and skills into their daily patterns of interaction with the children.

Along with the new training policy came new criteria for contractors/grantees who wished to continue providing HSST training. Training must now be based on the CDA competencies. It must be at least 50% field-based and make provisions to integrate academic and field work. It must be individualized (so trainees did not have to spend time on material they already knew) and it

must be flexibly scheduled (so that trainees with a high level of skills would take less time). In addition, institutions that offered CDA training must offer credit for that training (Gilman & Signatur, 1979).

In 1976, ACYF contracted with Kirschner Association, Inc. to examine the effectiveness of HSST/CDA. A national survey was conducted of all HSST/CDA programs. A 45% return rate was reported with data covering through July, 1978. CDA trainees surveyed were predominantly female, ages 21 through 40, the large majority had completed high school and about two-thirds had completed some college. They averaged a total of seven years experience working with young children. CDA training requirements that could be assessed were being met in many and varied ways. In addition, trainees, field supervisors, and project managers reported improvements in classroom performance. The conclusion of the researchers was that CDA may well be achieving its goal of improving the quality of care in Head Start classrooms (Gilman & Signatur, 1979).

The importance of Head Start personnel acquiring the specialized skill of negotiating with community colleges to provide CDA training was stressed by Honeycutt (Jones & Hamby, 1980b). She stated that because of their "community service" philosophy, the community colleges

are an important source of CDA training.

Both sides of the problem in obtaining college credit for competency based training were detailed by Young (1980). In setting up an experimental program at Brevard Community College, she commented that CDA trainees would have to change their role from passive student to active, involved learner. They would have to understand that college criteria were not barriers; that their purpose would be to determine what learning has already been mastered, and how new material should be learned. On the other side was the faculty. Commitment to change would be critical. Teachers must be willing to try new methods and learn and grow themselves. "Competency-based training is primarily faculty reform" (Young, 1980, p. 67).

The difficulty of convincing college administrators to grant credit for field training was cited by Beauchamp (University Research Corporation, 1978). She stressed the necessity for creativity and for aligning oneself with an administrator who would take the time to actually look at a program.

Other problems that she observed were the current consideration of changing the method of funding CDA training from direct funding to training institutions to direct funding to Head Start Grantees. It was thought that this would be destructive of motivation and continuity.

Also, there was a definite need to offer CDA training to other child care populations beyond Head Start, but getting field training for such trainees would be almost impossible. In addition, she proposed the question of providing basic communication skills to candidates. Although the CDA is field-based, there was a need for some writing and speaking skills. How could these be provided?

A study of 277 CDA trainees by Mary Tom Riley and Vincent Taylor (1982) was conducted to see if such variables as type of job held prior to Head Start, ethnic background, level of education, etc. would effect the trainees' perceived needs for training. Due to several possible reasons, the results were highly unlikely; ethnic background was found to be the only variable that showed a difference in perceived needs. The researchers felt that this was questionable and called for additional research on this topic.

Hilliard (Jones & Hamby, 1980b) mentioned that CDA training was not to be seen as a competitor to existing training programs in institutions of higher learning. Rather, the CDA was to be seen as a bridge to further professional preparation in such institutions. In fact, the CDA has opened up educational opportunity to segments of the population that had not been reached

previously.

Zigler and Kagan (1981) considered the possibility of linking the CDA to a standard degree, though they emphasized the necessity of keeping the competency-based approach. The CDA could be incorporated as an option for an A.A. or a B.A. Such a move would increase the number of candidates, gain institutional credibility for the CDA, and increase its visibility.

In some states, the CDA has historically been integrated into institutions of higher learning. Flores (1976) stated that in Hawaii, CDA training is available through HSST or through Honolulu Community College. Up to 30 lower division units are offered for CDA training which are applicable to an A.A. Degree at Honolulu Community College and the units are transferable to the University of Hawaii.

At the time this article was published, the Hawaii Department of Social Services and Housing was interested in studying the CDA for possible incorporation as an option into its child care licensing system. It has since been adopted.

Katz (1982) termed the CDA as the most radical departure from conventional training for preprimary educators, yet, felt that certain aspects of the CDA system may be worth adopting into other training models.

She listed as worthy of consideration the competencies (described as basic and "reasonably universal"), the flexibility, and individualization of the training, and the commitment to teaching skills that can be demonstrated in working with children and their families.

Incorporation of CDA into State Licensing

Hilliard (Jones & Hamby, 1980b) described the caution felt by even the strong supporters of the CDA during its inception because of the fact that it would be a national credential. They were well aware that credentials have traditionally been the responsibility of the states, that Federal control of a credential process could raise problems.

> We resolved this fear among ourselves by thinking about the CDA credential as a badge which signified quality performance. Yet, it was to be a badge which the individual states could evaluate and determine on their own how, if at all, it would be incorporated into the state's way of certifying competence. So as you can see, the big problem was how we could offer Federal assistance without the imposition of Federal control. (Jones & Hamby, 1980b, p. 9)

Writing in Compact, The Bimonthly Magazine of the Education Commission of the States (July/August, 1973), Williams and Krohnfeldt urged states interested in regulating preschool personnel to be open to the performance-based concepts of the CDA.

They also stated that professional recognition was valuable but that it would not replace the credibility

and influence of state adoption. The Consortium had striven to involve state policy makers in the development of the CDA from the beginning. Because it would take time to formulate and refine the CDA system, the Consortium avoided a premature advocacy for state action. It did request state officials to become aware of what current early childhood training programs their own state offered and to learn more about the CDA (Williams & Kronfeldt, 1973).

In 1973, a study done by the National Planning Association found that only six states required some college training in their current day care regulations. Requirements for day care personnel varied from state to state and were constantly being revised and reinterpreted. Among strategies the study recommended to encourage acceptance of the CDA by the states were: support for all competency-based training, encouraging gradual inclusion of CDA into existing requirements, and continuous emphasis of the fact that quality child care is based on the quality of staff.

The study listed as barriers to the CDA in some states: requirement of some college classes, requirement of a high school diploma or its equivalent, and a minimum age for day care employment of 21 years.

In December, 1973, Minnesota became the first

state to adopt the CDA into its day care licensing system (Jones & Hamby, 1980b). Even before the CDA Credential Award System was officially adopted by the Consortium, Minnesota's State Day Care Standards Advisory Committee recommended the CDA as a way to improve the standards for child care center staff (Pettygrove, 1981).

Engel (1975) described the challenges presented by teacher organizations and accreditation, certification, and teacher-education interests. They perceived the CDA Credential as trying to circumvent the system. They claimed that it was an attempt by the federal government to extend its control into three inappropriate areas: credentialing (which has always been the prerogative of the states), accrediting (which has always belonged to the voluntary agencies), and creating professions (which is up to the professionals involved).

Engel pointed out that since most preschools fall into the responsibility of day care standards or licensing divisions of public welfare departments, the CDA was not really the threat that teacher interests perceived it to be. The Consortium's position, she added, was that the CDA was not a license. In fact, it was not even a credential, if that term was used to mean a license to teach. The CDA Credential, as it was being developed, was a professional award. It was not a license to teach

unless so recognized by the state.

In 1976, the Consortium initiated a concerted effort to convince states to recognize the CDA as an option in their childcare licensing systems. These efforts were focused on those states who seemed the most receptive to the CDA (Jones et al., 1980a).

The CDA in California

The history of the CDA in California has been contentious. Pettygrove (1981) noted that the well-organized pluralism of California contributed to the strong resistance to acceptance of the CDA as an alternative in the state licensing system. Because California already had the Children's Center Permit, recommended for every teacher in publicly-funded programs, critics questioned the need for the CDA. In addition, the availability of tuition-free early childhood classes in the state's community college system increased resistance to the CDA.

Advocacy for adopting the CDA as an option to the Children's Center Permit began in 1977 when the Commission for Teacher Preparation and Training (CTPL) began revision of the Children's Center Permit regulations. The first success, however, did not come until 1982, when the CTPL chose to give the equivalent value of nine academic units in early childhood education for the CDA. These nine

units could be counted as part of the total necessary for the Children's Center Permit.

One year later in August, 1983, the Commission on Teacher Licensing (CTL) voted to establish a new permit for CDA holders, the Limited Regular Children's Center Permit. To qualify for this proposed permit, applicants must have a CDA credential, six units in early childhood education (three of which must be in child development) and one year teaching experience. The Limited Permit will be good for five years. During that five-year period, the holder must complete the requirements for a Regular Permit, including 16 units in general education, nine additional units in early childhood education, and another year of teaching experience. Assembly Bill 3134, California Legislature 1983-84 Regular Session, specifies this proposed addition to the types of Children's Center Permits.

A second big step for CDA in California is that, beginning in September, 1984, the CDA will be an optional alternative for preschool teachers to taking the California Basic Educational Skills Test (CBEST), a comprehensive examination of general education, required for public school teachers. The on-site assessment of teaching competency (the CDA) and the other alternatives to the CBEST are detailed in Senate Bill 1225, Section 4452.7,

California Legislature, July 1983.

By September, 1983, over one-half of the states had adopted the CDA into their child care licensing systems ("Competence," Fall, 1983).

CDA Grants

At the 1979 NAEYC Conference, Granger and Sarver (Jones et al., 1980a) presented a history of the grants supporting the CDA Consortium. From 1972 through June of 1977, the CDA Consortium was funded by yearly contracts from the Office of Child Development. In June of 1977, the Consortium was granted a three-month contract with the purpose of assessing those candidates who had indicated their readiness in the spring but whose Local Assessment Team (LAT) Meeting had to be postponed until October due to the large number of ready candidates. In September of 1977, the Consortium was granted another one-year contract. In September of 1979, it was granted a nine-month contract through June, 1979. In July, 1979, DHEW asked for a new proposal. The new proposal covered only July and August of 1979. On August 3, 1979, all staff were placed on temporary leave without pay. On August 24, 1979, the Consortium submitted a new procurement proposal with a projected starting date of October 1, 1979. On September 30, 1979, the Consortium signed a

one-month contract to process the paperwork of the late spring LAT's and to assess those candidates whose LAT"s had been postponed due to the spring 'crunch.' A new contract was signed by the Consortium on April 14, 1980, and was terminated on June 30, 1980. Effectively, the Consortium did no assessments for an 18-month period.

Granger (Jones & Hamby, 1980b) updated the history of the CDAC grants at the CDA Seminars in 1980. In December, 1980, Bank Street College was awarded a three-year contract to carry out CDA assessments and award the credential. The Consortium Board of Directors supported the Bank Street proposal after it decided not to submit its own proposal.

Bank Street's contract designated six tasks:

1. Implement the CDA Credential Award System.
2. Develop and implement a Field Service Component that included keeping up ongoing correspondence with all training programs, implementing a field network of regional consultants and volunteers, and providing a toll-free, hotline service.
3. Monitor and improve the Credential Award System.
4. Expand the Credential Award System to home visitors, family day care providers, and caregivers to the handicapped.
5. Administer the CDA National Representatives pool--with

yearly recruiting and training.

6. Administer a Public Information Network which included plans to do presentations at up to ten national conferences and 15 regional meetings (Jones & Hamby, 1980b).

Proposed Requirements for Long Term Incorporation of CDA's into Head Start

The Federal Register issue dated February 21, 1978, Part II, announced Head Start Program Expansion Grants for Fiscal Year 1978. Among the criteria to be considered for granting new monies for expansion was the willingness of the applicant to give first priority in hiring classroom teachers to CDA holders. At the same time, the Draft Requirements for Long Term Incorporation of CDA's into Head Start were issued (see Appendix F). The proposed goal was to have CDA's (or Baccalaureates with a major in early childhood education/child development) in every Head Start classroom nation-wide by October, 1981. Much confusion ensued. At the 1978 Head Start National Conference, Collins stated that although the substance of the draft policy had been approved by the Office of Human Development Services, it was not ready to be disseminated because it must be rewritten to conform to the new format for writing requirements.

> I realize this delay puts pressure on all of you, but it would certainly not be accurate to interpret the delay as reflecting any reluctance or backing away from the policy. It's just an example of the bureaucracy working. The policy is going to get out in the coming months. (University Research Corporation, 1978, p. 14)

At this same conference, others made comments about the policy. Klein stated:

> I feel very strongly that if Head Start, as it goes into its 14th year, cannot say that every classroom has to have a qualified person, then we are not meeting our goals. How the policy will be enforced, and how it will be done, I don't know. (University Research Corporation, 1978, p. 18)

Beauchamp added:

> Policy is still not policy. Grantees are asking if the policy is important, then why isn't it signed yet? To tell them that whether there is a policy or not, it is important to be competent, is not very motivating. (University Research Corporation, 1978, p. 25)

Many people felt that even though the policy was only a draft, that its intent was solid, especially when coupled with the new program expansion policy described in the Federal Register. Head Start teachers were thus informed that they must plan to acquire the CDA.

At the 1980 CDA Seminars, there was still discussion of the draft policy. Collins described the specific goals of the proposed policy to be increased competence of Head Start staff, thereby insuring quality care for 366,300 children and career development for 39,000 classroom staff by offering competency-based training and

the opportunity to acquire a professional credential.

For whatever reasons, the Draft Requirements for the Long-Term Incorporation of CDA's into Head Start, as of Spring, 1984, remain just that: draft requirements.

The Bilingual/Bicultural CDA

In 1975 ACYF funded pilot training programs to create a bilingual/bicultural CDA for candidates who speak, read, and write both Spanish and English. The first Bilingual/Bicultural CDA Credentials were awarded in 1979. The bilingual/bicultural candidate must work in a program where the two languages and cultures are used consistently with adults and children. The competent candidate will become informed about language development and the integration of culture and language. S/he will provide a program that values and supports both languages and cultures (CDANCP, 1984).

Institutionalizing the CDA

On November 2, 1982, the U.S. Department of Health and Human Services, Office of Human Development Services, awarded a second three-year grant to Bank Street College of Education to continue the CDA National Credentialing Program (CDANCP). In announcing its decision to continue support of the CDA Project, the federal government stated its intent to turn over the CDA

Project to the profession and the field. It called upon the grantee, Bank Street College, to achieve economic self-sufficiency by fiscal year 1985. To implement the economic self-sufficiency, federal funds over the next three years would decrease yearly. The total three-year grant was $2.45 million, less than 50% of the current cost of operation (CDANCP, 1982).

With the ultimate goal of establishing CDA as a permanent institution, Bank Street developed three objectives to begin its second contract:

1. To study ways to turn over responsibility for the National Credentialing Program to the profession. At the 1979 NAEYC Conference Zigler had called for decentralization of the CDA. He suggested a credentialing process in each state that would allow a variety of institutions to award the CDA: institutions of higher education, service programs, community action agencies, Head Start Grantees, state departments of welfare or education, and so on. The Consortium would have the responsibility of licensing and monitoring these institutions.

However, at the 1983 National Head Start Conference, David Gleason, current Executive Director of the CDA National Credentialing Program, observed that decentralization was now seen as unrealistic. There were too few candidates to spread among 50 state offices (Economic

Opportunity Report, 1983). Currently, since the CDA Credentialing Commission represents the profession, studies are being conducted to determine the feasibility of the Commission acting as a corporation and taking over the responsibilities of the National Credentialing Program from Bank Street.

2. To increase recognition of the CDA Credential. Bank Street would make a great effort to convince states to incorporate CDA into their licensing standards, to encourage pay incentives for employees who have earned a CDA Credential, and to promote recognition of the credential by the general public.

3. To establish a diverse and stable funding base. This was, by far, the biggest challenge of all. Steps being taken included reduced operating costs, increased candidate fees, and a major effort to develop new resources for financial support (CDANCP, 1982).

Along with the new grant, some policy changes went into effect; the major one was an immediate increase in candidate fees from $25 to $125 effective November 1, 1982, and to $250, effective November 1, 1983. Other policy revisions were made, including these that went into effect on November 1, 1983: (1) Improvement in description of the six competencies and changes in the

thirteen functional areas (refer to Appendix A for the new competency standards and to Appendix F for the previous competency standards), (2) strengthening of the eligibility requirements for all LAT members, (3) portfolios to include more information on the candidate's Head Start program, and (4) upgrading the renewal process to be more meaningful to the CDA holder.

In the first issue of "Competence, News for the CDA Community" (Summer, 1983), the CDA National Credentialing Program publicized the goals of its second contract. In announcing a Development Campaign to make the CDA a permanent institution, the Program stated, as its first and major goal, the establishment of a stable and diverse funding base from a mix of candidate fees, public monies, and private sector contributions. Other goals included a greater effort to increase recognition and acceptance for the CDA Credential nationally, an increase in the number of CDA's (a goal of 4,000 assessments per year by 1985 was set), increased policy control to assure the continued integrity of the credential, and expanded availability of the credential to include home visitors, family day care providers, and caregivers of infants and handicapped children.

CDA Expansion

Due to lack of funds, the expansion of the CDA Credential to new populations of care givers of young children was halted in 1982. In September, 1983, two grants were awarded by the Department of Health and Human Services, Office of Human Development Services, to support the expansion efforts begun in 1980. One grant was to fund a six-month project to complete the assessment system for home visitors. The second grant would support expansion to family day care providers and infant/toddler caregivers.

CDANCP recently received its first corporate contribution of $5,000 from Johnson and Johnson Baby Products Company to support the development of the infant/toddler caregiver assessment. CDANCP is seeking additional private contributions to enable it to carry its expansion goals to completion.

Draft competencies and assessment systems for the three areas of expansion had been developed and reviewed by academic experts and a large field population of early childhood professionals before the original grant expired in June, 1982 (CDANCP, 1982). With the new grants and private contributions, these drafts will be reviewed, revised, and field-tested.

Home visitor candidates are to be assessed beginning March 1, 1984.

Current Events

In November of 1982, the 10,000th CDA Credential was awarded at a special ceremony in Washington, D.C. It was also the tenth anniversary of the CDA. President Reagan honored the Program in a letter written to the Child Development Consortium.

As of May 1, 1983, there were 11,487 CDA's nationwide.

The CDANCP plans a record 3,000 assessments for the year 1983-84 even though federal funding will cover only 49% of the actual costs. With candidates having to pay $250 of the cost themselves, some local programs are carrying out active fund raising and fund soliciting to assist their candidates with the fees (Competence, Fall, 1983). It remains to be seen whether the CDA Credential will carry its own weight.

In March, 1984, the California Head Start Training and Technical Assistance Office at San Francisco State University, the grantee for CDA training in California, received word that as of fall, 1984, all training money, including CDA, will be funded directly to Head Start Grantees. Hopefully this change will have an overall

positive effect on the CDA system. But for many trainees it may be just another break in the continuity of CDA services.

Professional Self-esteem and Career Development Within Head Start

Gilman and Signatur (1979) in their nationwide survey of HSST/CDA training programs, did report career development within Head Start. "Over 50% of the trainees report having held positions in Head Start other than the one they presently hold" (Gilman & Signatur, 1979, p. 55). The researchers also cited the fact that up to 33% of the CDA trainees in some programs were Head Start parents as another indicator of career development.

As for career development directly related to the CDA, they reported that 67% of the responding CDA trainees felt that their CDA training was preparing them for better jobs. Seventy-four per cent reported that receiving college credit for their training was one of the main benefits of the training. Many planned to continue their education after the CDA.

Although professional self-esteem per se was not addressed in the study, 93% of the trainees reported that CDA training had improved their skills in working with young children.

At the 1979 NAEYC Conference, Hamby and Schmalzried, co-planners of CDA Day, began their introduction by stating that the CDA had made a difference not only in the quality of child care but also in the lives of the adults involved with it. They attested to both CDA's and their field supervisors describing their professional self-concepts as now more positive.

Zigler, at the same conference, in viewing the past and the future of the CDA, indicated some areas of need that must be addressed immediately.

> In spite of the personal satisfaction, for some, the long hours, the hard work, the personal inconveniences in obtaining the credential have not paid off. Some candidates feel the credential is underrecognized in the broader community; others indicate that it is underrecognized in their own agencies. It is clear that incentives for CDA's are seriously lacking. (Jones et al., 1980a, p. 15)

He urged the Consortium to investigate such alternatives as priority hiring for CDA's in federally-funded programs or a pay differential for CDA holders. A related area which the Consortium was urged to champion was improved benefits, working conditions, and personal development. He exhorted the Consortium to develop a systematic, national effort of advocacy for the nation's CDA's.

Hilliard (Jones & Hamby, 1980b) at the May, 1980, CDA Seminar in Miami, Florida, described some of the indirect

benefits of the CDA, specifically in terms of the patterns of poverty and hopelessness that came to the attention of the public during the 1980 Miami riots. Not only does the CDA open doors to employment and advancement to groups of our population who have all too few opportunities, Hilliard stated that it has another indirect benefit:

> . . . by involving increasing numbers of CDA's from the communities which are being served by the program, children and families have an opportunity to experience education and development in environments which are not characterized by alienation. (Jones, & Hamby, 1980b, p. 11)

Pettygrove (1981) found that the CDA did not enhance career development. In her two year study of 100 CDA holders and a control group of 100 non-credentialed preschool teachers, no concrete benefits in terms of pay, job security, or promotion were tied into the CDA. Any wage differentials in her study were based on level of education rather than attainment of the CDA.

> The failure of the credential to enhance career development may be due to a lack of recognition by child care employers, resistance to adoption of the credential for regulatory purposes, or the limited funds available to enhance child care salaries. (Pettygrove, 1981, p. 4)

On the other hand, the same study did show an enhancement of self-esteem. When subjects were asked to name the benefits of the CDA, 49% of the respondents mentioned the appreciation of their competence as the

most important benefit. The second most frequently cited benefit was education (26%).

Writing for Young Children in 1981, Zigler reissued his imperative for incentives for the CDA. Examples he listed were financial, priority in hiring, the expansion of the CDA system to all federally-funded child care programs, and federal subsidies for CDA training.

Katz (1982) called for studying the "Hawthorne Effect" and the CDA. CDA training and assessment activities in themselves may play a powerful role in improving morale and commitment.

Assessing Attitudes

In defining attitude, one encounters many different interpretations. Summers (1970) stated that most experts agree on the following characteristics of attitude: (1) attitude denotes a readiness to behave, (2) it endures over time, (3) it manifests consistency in behavior, (4) it involves a preference of outcome.

Oppenheimer (1966) described attitudes as present but generally dormant until the object is perceived. Then the attitude becomes expressed in speech or other kinds of behavior.

In comparing attitude and belief, Fishbein (1967)

noted that attitudes are learned predispositions to respond to an object, whereas beliefs are ideas concerning the nature of the object.

Rokeach (1976) described attitude as "an organization of interrelated beliefs around a common object . . ." (p. 116). Beliefs cannot be directly observed but must be inferred by what the believer says and does. He went on to define opinion as a verbal expression of a belief or attitude or value.

Traditionally, when soliciting attitudes, self-reporting devices have been the most frequently used (Summers, 1970; Henerson et al, 1978). The population whose attitudes are being investigated must understand the questions, must have sufficient self-awareness to answer the questions, and must be likely to answer the questions honestly (Henerson, 1978).

Best (1981) stated that in order to measure attitude, opinion must be solicited. Though attitude is defined as what people believe, in order to measure attitude we must ask people to say what they believe. A person's statement of his belief is opinion. So, from an opinion, we infer or estimate attitude.

Interviews and questionnaires are the two most common self-reporting tools. By using questions or by

soliciting people's expressed reactions to statements, opinion is obtained.

However, there are certain limitations to inferring attitude from opinion. People may express what they feel is socially acceptable rather than their true belief or they may be unaware of their own beliefs if the issue is one they have not thought about. Nonetheless, description and measurement of opinion can be closely related to true belief or attitude (Best, 1981).

Summary

The literature described in this review presented a background of the development of the CDA with the purpose of achieving greater understanding of the CDA. The studies concerning the professional value of the CDA provide a framework for comparison with the results of this study.

The final section touched on the measurement of attitudes, opinions, and beliefs to provide a rationale for the design of the study.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine whether CDA holders in Head Start programs in two San Francisco Bay Area counties felt that the CDA had increased their professional self-esteem and their career development.

Design of the Study

The study was based on a questionnaire to determine attitude toward the CDA. The questionnaire, developed by the writer, elicited educational background and attitude toward the CDA Credential in two areas: professional self-esteem and career development within Head Start. It was given to all CDA holders in two San Francisco Bay Area counties.

In Contra Costa County, the questionnaire was administered individually to participants. In Alameda County the questionnaires were mailed to Education Coordinators following a telephone conversation explaining the purpose of the questionnaires. Education Coordinators then distributed and collected them.

Upon collection of the questionnaires, the

Education Coordinators were interviewed to ascertain attitudes of program administrators toward the CDA and to obtain background information about the grantees. Teachers and teacher assistants who had indicated their willingness were also interviewed to elicit their motivation in acquiring the CDA.

The data gained from the questionnaires and the two sets of interviews were used to confirm or reject the five hypotheses.

Sources of Data

The sample used in the study consisted of Head Start teachers and teacher assistants who had obtained a CDA Credential. In Contra Costa County, the Head Start structure is one Grantee with six Delegate Agencies and is characterized by its pluralism. The Delegate Agencies are spread out over a 60-mile span and are varied in size from serving 30 families to serving 163 families. The Delegate Agency in the eastern side of the county provides a program to a rural, agricultural population. The Delegate Agency at the western side of the county serves an urban population. The families served by the remaining delegate agencies reside in suburbia and small industrialized cities. Of the 80 center-base staff, eleven teachers and teacher assistants began the 1983-84 school

year with a CDA Credential.

In contrast to Contra Costa County, Alameda County Head Start structure is made up of four single-purpose Grantees. The Southern Alameda Head Start Program serves 447 families in a suburban setting. Of the 34 center-base staff, fifteen teachers began the school year with a CDA. In addition, the Training Specialist and the Cluster Supervisor both hold a CDA Credential.

The Oakland Head Start Program serves 510 families in an urban setting. With a center-base staff of 24, ten began the current school year with a CDA Credential. As with the Southern Alameda Program, several of the administrative staff (Education Coordinator and Home Base Coordinator) in the Oakland Program also hold the CDA Credential.

The Berkeley Head Start Program serves 140 families in a large university city. Of 14 center-base staff, two teachers began the school year with the CDA Credential.

The fourth Grantee in Alameda County is in the city of Alameda, a suburban island heavily influenced by its Navy base. The Alameda Head Start Program varies from the others in that it is totally home-based and has only one CDA holder. She filled out the questionnaire

and was interviewed and the data she provided became part of the study. However, the grantee was not included in the study because it was so different in scope from the other grantees and because it had only one CDA.

In each of the four grantees studied, there have been CDA staff who, for various reasons, have left their Head Start positions. Also, in each grantee, there are staff members who are currently in training for a CDA Assessment in the spring of 1984.

Because the study dealt with people's attitudes, it was felt that one way to control variables was to obtain as much background information as possible. Awareness of participants' educational level, their career movement within Head Start, whether or not they were originally Head Start parents, and of the Program administrators' attitudes toward the CDA, provided information that could be taken into consideration when the data were analyzed.

Methods of Gathering Data

The main tool used to gather data was a questionnaire (Appendix G) prepared by the writer. The questionnaire technique, commonly used to measure attitudes, has specific advantages. Some of these are allowances for anonymity, allowances for time to think before answering,

the ease with which it can be given to numerous participants simultaneously, and allowance for distribution by mail as well as directly.

Some of the disadvantages of a questionnaire are that the wording may be confusing, that people are usually not as free in expressing themselves in writing as they are verbally, and that if an answer or question is unclear, there is no way to get a clarification.

Validity is frequently not considered in a questionnaire because of the questionnaire's specificity and limited purpose. A successful questionnaire will have some built-in validity because it asks in a clear and simple manner for the information that the researcher wants to obtain (Best, 1981).

Reliability, even though most questionnaires are used on a one-time basis, can be built in by creating several questions directed to slightly different aspects of the same topic, or by administering the questionnaire a second time (Henerson et al., 1978).

In addition to the common advantages of the questionnaire technique, the writer's questionnaire included the following specific advantages: It was short and could be filled out in about five minutes, explanations and comments were elicited, the same form could be used by both teachers and teacher assistants, and the

wording was objective and nonjudgmental.

The questionnaire used in the study had one disadvantage that had some impact on the usability of the data gathered. The first question consisted of two parts and was too complex. Some participants did not follow the instructions in the second part of the question. Unfortunately, because the first question formed the basis for analyzing the rest of the data on the questionnaire, those forms that did not have the first question complete were limited in their usability to support/reject the hypotheses.

Working through the Grantee Education Coordinators, either directly or via the telephone, the writer arranged for the distribution of the questionnaires. In Contra Costa County, they were distributed and collected personally by the writer when all the Delegate Agencies came together for preservice training. In Alameda County, the questionnaires were mailed to the Education Coordinators after a telephone conversation to explain their purpose and request cooperation for this study. The Education Coordinators distributed and collected the questionnaires and were then interviewed.

The second tool used to gather data was interviews. In-person interviews (see Appendix H) were conducted with the four Grantee Education Coordinators. Telephone

interviews (Appendix I) were conducted with 12 of the CDA holders who gave their name and number on the questionnaire form.

As a data-gathering device, interviews can provide in-depth responses, especially in areas of attitudes, feelings, and motivation. Other advantages are that they can be done in person or over the phone and that unclear responses or questions can be clarified. In order to provide for validity, the interviewer, as with the questionnaire writer, must assure that the questions chosen elicit the information sought. Reliability can be built into the interview by asking more than one question aimed at the same information (Best, 1981).

Some of the disadvantages of the interview are the crucial importance of establishing a rapport between interviewer and interviewee, the ease with which the interviewer may unconsciously present a bias rather than objectivity, and the time involved in working with participants individually (Best, 1981).

The four interviews with the Education Coordinators were conducted in person at the grantee office site. They lasted from 30 to 60 minutes.

The interviews with the teachers and teacher assistants were conducted over the phone and lasted from five to fifteen minutes.

Summary

The design of the study was based on a questionnaire administered to CDA holders to determine their attitudes toward the CDA and on interviews. The interviews were conducted with CDA holders who were willing and with the four grantee Education Coordinators. Data was gathered from all Head Start programs in Alameda and Contra Costa Counties, California.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The question asked in Chapter I was, does the CDA enhance the holder's stated professional self-esteem and career development within Head Start?

The questionnaires used to gather the largest portion of data to support the question had a very good rate of return, 84%. The following table shows the rates of return for the individual Head Start programs.

Table I

Rate of Return of Questionnaires

Contra Costa County	10/11
Berkeley	2/2
Oakland	8/12
Southern Alameda	15/17
Alameda	1/1
Totals	36/43, 84%

Results of Testing the Hypotheses

Hypotheses I stated: CDA holders who did not yet qualify for the Children's Center Permit would report enhanced professional self-esteem.

Of the 36 questionnaires returned, nine indicated that the CDA was the only credential held. All nine (100%) felt that the CDA had increased their professional self-esteem. These figures clearly support the first hypothesis.

Hypothesis II stated: CDA holders who received the Children's Center Permit after the CDA would report enhanced professional self-esteem.

Two of the returned questionnaires showed that the Children's Center Permit had been received after the CDA and both (100%) indicated that professional self-esteem had been increased. These data support the second hypothesis.

Hypothesis III stated: CDA holders who received the Children's Center Permit before the CDA would report enhanced professional self-esteem.

Five questionnaires indicated that the participants had only a Children's Center Permit and a CDA and that the Children's Center Permit had been received first. All five felt that the CDA had increased their professional self-esteem. These data, five out of five, or 100%, clearly support the hypothesis.

Hypothesis IIIa stated: The higher the educational level of the CDA holder before receiving the CDA, the less enhancement of professional self-esteem would be

reported.

As shown in Table II, ten questionnaires indicated a range of education from A.A. Degree to a California Teaching Credential acquired before the CDA. Of those ten, eight (80%) indicated that their professional self-esteem had increased. Of the remaining two questionnaires, one indicated uncertainty and the other, no increase in professional self-esteem.

Table II

Number and Type of Higher Degree in Relation to a Stated Increase in Self-Esteem

Increased Self-Esteem		AA/AS	BA/BS	Teaching Credential
A lot	5	3	1	1
	4	1		2
Uncertain	3		1	
	2			
None	1			1

Because a figure of 75% had been chosen to indicate significant support for the hypothesis, Hypothesis IIIa must be rejected. Instead of at least 75% of participants with higher degrees reporting little or no enhancement of

professional self-esteem, only 20% did so. In contrast to expectations for this study, self-esteem was enhanced for nearly all participants who had higher degrees.

Hypothesis IV stated: CDA holders who did not yet qualify for the Children's Center Permit would report enhanced career development when there had been an opening in Head Start.

Of the nine questionnaires that indicated the CDA as the only credential held, all nine (100%) stated an enhancement of career development within Head Start. This figure supports hypothesis number four.

Hypothesis V stated: CDA holders who received the Children's Center Permit before the CDA would not report enhanced career development within Head Start.

Seventeen questionnaires showed at least the Children's Center Permit achieved prior to the CDA. Six of the seventeen (35%) indicated no career enhancement within Head Start. Eleven (64%) indicated, yes, the CDA had enhanced their career development within Head Start. Since a figure of 75% had been chosen for significance and only 35% of this group of participants reported no career development, Hypothesis IV must be rejected. Sixty-four per cent of those who had a Children's Center Permit or higher degree prior to the CDA did report career advancement.

Discussion of the Data by Hypothesis

Hypotheses 1, 2, and 3 posited that the CDA enhanced professional self-esteem for those whose only degree/license is the CDA and for those whose only degrees/licenses are the Children's Center Permit and the CDA. The responses to the questionnaires in these categories of educational background were unanimous in reporting enhanced professional self-esteem. For those who had both the CDA and the Children's Center Permit, the order in which they were achieved had no effect on self-esteem enhancement. Responses were unanimous regardless of the order of achievement of the certificate/ license.

Because the samples were small (CDA only: 9, CDA then Children's Center Permit: 2, and Children's Center Permit then CDA: 5), generalizations must be tentative. However, it is felt that the unanimity of the responses is a strong indicator of support for the hypotheses that professional self-esteem is enhanced by the CDA.

Hypothesis IIIa stated that the higher the educational level before CDA achievement, the less enhancement of professional self-esteem would be reported.

As shown in Table II, out of the ten questionnaires that indicated a higher degree/license before acquiring the CDA, eight participants stated they felt enhanced

professional self-esteem due to their CDA experience. It was expected that those with higher degrees/licenses would feel less of an increase in professional self-esteem upon achieving the CDA, than those with less formal education. This was because it was assumed that in comparison to the extended years of formal education, the CDA would not measure up as an experience that provided such apparent professional self-esteem. In reality, for the large majority of this group, the CDA was felt to enhance professional self-esteem even when there had been prior attainment of a higher degree.

The participant who indicated uncertainty about increased professional self-esteem due to the CDA stated that her university classes and professors had the most influence on increasing her professional self-esteem. The one participant who indicated that the CDA did not increase her professional self-esteem stated that her own ambition and employment in Head Start were responsible for increasing her professional self-esteem.

Five questionnaires out of the 36 total gave incomplete information about the order in which their degrees/licenses were achieved. Because of this they could not be categorized as to whether the higher degrees/ licenses were obtained before or after the CDA. However, for the purposes of Hypothesis IIIa, all five of these questionnaires indicated, in addition to the CDA, a

minimum of a Baccalaureate. All five reported enhanced professional self-esteem.

These results lend support to the previously discussed data that endorse CDA achievement as enhancing professional self-esteem. For 94% of the population surveyed, the CDA was an intense experience in professional self-esteem enhancement, regardless of prior educational level.

The fourth hypothesis posited that CDA holders who did not yet have a Children's Center Permit would report enhanced career development when there had been an opening within Head Start.

Of the nine questionnaires reporting CDA only, all nine (100%) felt that the CDA enhanced their career development. The types of career development reported are shown in Table III.

The results reported by this group of questionnaires shows an obvious distinction between actual career development and perceived career development. Actual career development referred to a change to a more responsible position, such as teacher assistant to teacher or to an increase in salary. The term perceived career development was used to refer to career advancement that was reported by the CDA holder but that did not have an actual concrete basis or was unrelated to CDA attainment.

Table III

Types of Career Advancement Stated by CDA's Who Had No Other Degree/License

Advanced Positions	4
Future Advanced Position	1
Salary Increase	4
Total	9

Of the nine career advancements shown in Table III, only five are actual: those that reported a change to advanced positions and one salary increase (the single CDA holder from the City of Alameda). The remaining four had only perceived career advancement. One of these mentioned that she felt that the CDA had enhanced her career development because she had applied for a head teacher position and felt that her CDA gave her a good chance to get it. Even though she had not yet made the career advancement, she was counting on it because of her CDA. Three who reported a salary increase due to the CDA may have had an increase, but according to their program administrators, it was in no way connected to attainment

of the CDA. Whether the salary increase was due to a cost of living or step increase or some other reason, it was perceived by the CDA holder to have been based on acquiring the CDA.

Of the last group of questionnaires, those who already had at least a Children's Center Permit before they attained their CDA, it was expected that little, if any, career enhancement due to CDA would be reported. Hypothesis V posited that CDA holders who received the Children's Center Permit before the CDA would report no career enhancement within Head Start. This was assumed because these participants already had their legal license to teach and since they were already full teachers, there would be very few slots for them to advance into within Head Start. However, out of the seventeen questionnaires that indicated at least a Children's Center Permit before the CDA, eleven reported enhanced career development within Head Start. The types of career advancement reported are shown in Table IV.

Of these eleven, only two, those who reported advanced positions, had actual career advancement. The remainder had perceived career advancement.

As mentioned with the previous group, there was no salary enhancement for CDA in any of the four grantees studied. For whatever reasons the participants received

a salary increase, although it was not related to CDA attainment, it was perceived by the participants to be due to their CDA.

Table IV

Types of Career Advancement Stated by CDA's Who Had at Least the Children's Center Permit Prior to the CDA

Increased Salary	6
Advanced Positions	2
Explanation Stated Pertained to Self-Esteem	1
No Explanation Reported	2
Total	11

One questionnaire reported career advancement due to personal satisfaction in being involved in a growth and development situation. Two others indicated career advancement but gave no explanations.

Although there was no actual career advancement for these nine participants, they themselves felt that the CDA had enhanced their careers.

The six who reported no career advancement after receiving the CDA gave various reasons. Three participants were in agreement that the local Head Start program

itself did not respect the CDA, that there was a lack of awareness of its importance. Explanations given by the remaining three were: As current head teacher, there is nowhere to advance to; other credentials have been more beneficial in increasing salary; and getting the CDA was a job requirement.

As previously mentioned, the sample is small, and it is difficult to generalize. However, the data discussed here showed that the CDA did enhance career development for the majority (11/17 or 65%) of CDA holders in this group. A distinction must be made, however, between actual and perceived career advancement. For this population, the results pointed definitively to perceived career advancement (9/11) rather than actual (2/11).

The group of five incomplete questionnaires mentioned previously in connection with Hypothesis IIIa also tend to support the CDA as enhancing career development. Four out of the five reported career advancement. Three gave no explanation and another's reason pertained to self-esteem. One reported uncertainty as to career advancement because she was already a head teacher and there was no place to advance to.

Discussion of Supplemental Data

There was a small group of questionnaires, five

in number, who reported going on to an Associate of Arts Degree after achieving the CDA. Although a generalization is not possible, one reason for this may be that once a person attains the CDA, s/he may feel less anxious and more competent about continuing her/his education. This group was unanimous in reporting enhanced professional self-esteem and career advancement (2 actual, 3 perceived).

Another small group of questionnaires that were in a category by themselves was the incomplete group. This set was interesting in that all five came from the same grantee and all had a minimum of a Bachelor's Degree. Four of the five had a teaching credential. All five reported enhanced professional self-esteem and all but one reported career advancement. Because this set of questionnaires could not be categorized as to the order of acquisition of degrees/licenses, it was expected that they would be of limited use. However, when the remaining questionnaires indicated that the CDA enhanced professional self-esteem regardless of prior level of education, this group definitely supported that data. This set also supported the data reported on the other questionnaires that the CDA enhanced career development.

Discussion of the Data by Question

The first part of the question addressed in this

thesis, does the CDA enhance professional self-esteem, was clearly supported by the questionnaire data. Thirty-four out of thirty-six questionnaires (94%) reported increased professional self-esteem as a result of CDA achievement. It was assumed that the higher the level of education before achieving the CDA, the less professional self-esteem would be reported (Hypothesis IIIa). The data did not support this assumption. Table V shows clearly that regardless of previous educational level, the CDA enhanced professional self-esteem for this population.

Table V

Responses to CDA Enhances Professional Self-Esteem by Level of Education

Yes: 34		No/Uncertain: 2	
CDA only	9	BA/BS	1
CCP	6	Credential	1
AA/AS	9		
BA/BS	3		
Credential	7		
Previous/Current Head Start Parents		Previous/Current Head Start Parents	
Yes: 21	No: 13	Yes: 1	No: 1

The second part of the question addressed in this thesis, does the CDA enhance career development within Head Start, was also supported by the questionnaire data.

Hypothesis IV and V distinguished between CDA holders with no other degree/license and those who held, previous to the CDA, at least a Children's Center Permit. It was felt that this distinction would be important in regard to enhanced career development, that the former would report career advancement, but that the latter would not. As 29 out of 36 questionnaires (81%) did report enhanced career development, the distinctions of educational level and in what order the CDA was attained were not as important as had been assumed. As seen in Table VI, those participants who reported uncertainty or no career advancement did have higher degrees. However, this was counterbalanced by as many or more participants with equivalent higher degrees who did report career advancement due to the CDA.

It is notable that out of the total number of questionnaires (36), only six acquired their CDA while they were teacher assistants. Of these six, half were from the same grantee and had not been able to move into teaching positions because there had been no openings. All three reported, however, that the CDA had enhanced their career development.

Table VI

Responses to CDA Enhances Career Development by Level of Education

Yes: 29		No/Uncertain: 7	
CDA only	9	AA/AS	2
CCP	6	BA/BS	1
AA/AS	7	Credential	4
BA/BS	3		
Credential	4		
Previous/Current Head Start Parents		Previous/Current Head Start Parents	
Yes: 18	No: 11	Yes: 4	No: 3

The remaining three were each from different grantees and they had advanced to teacher or family advocate (home visitor) positions.

Two types of career advancement were revealed by the questionnaire data. One was actual, the other perceived. Table VII shows the kinds and the numbers of both the actual and the perceived career advancements for the 29 participants who reported enhanced career development.

Table VII

Types of Career Advancement

Actual:	advanced to a more responsible position	8	
	salary enhancement	1	
	Total Actual		9
Perceived:	salary increase	9	
	increased self-esteem	4	
	no explanation given	7	
	Total Perceived		20
Total that indicated career advancement			29

Actual	Perceived
Previous/Current Head Start Parents	Previous/Current Head Start Parents
Yes: 5 No: 4	Yes: 13 No: 7

It was assumed for the purposes of this study, that if no explanation was given for the stated career advancement, that there was no concrete reason; that the career advancement was a belief, a perception of the CDA holder.

As can be seen in Table VIII, level of education

apparently had no effect on whether one's career advancement was actual or perceived.

Table VIII

Actual and Perceived Career Development by Level of Education

Actual: 9					
Level of Education:	CDA only	CCP	AA/AS	BA/BS	
	4	2	1	2	
Perceived: 20					
Level of Education:	CDA only	CCP	AA/AS	BA/BS	Cred.
	5	4	6	1	4

It is of interest to note that of those participants reporting enhanced career development, more than twice as many had perceived career development as those who had actual career development. Although it is impossible to make a definitive statement about the reasons for this occurrence, several possibilities can be considered. The perceived career advancement may be a carry-over from the intense enhancement of professional self-esteem. Coopersmith (1967) defined self-esteem as a personal judgment of worthiness. Those persons with high

levels of self-esteem are known to function more effectively in their environment. One factor of self-esteem is living up to one's aspirations. In achieving the CDA, it can be assumed that an important aspiration (competency in one's job) has been achieved. It is possible, because the feelings of worthiness are so intense, that CDA holders know they are worthy of career advancement, and so feel that they have advanced. The only two questionnaires that indicated that the CDA did not increase their professional self-esteem also reported no career development. Therefore, these results do not distract from the assumption that perceived career development may be a carry-over from the self-esteem enhancement.

Another possibility that was considered was that the more time that had elapsed since the CDA was attained, the less likely such CDA holders would be to report perceived career development. After the euphoria of the initial attainment had had four to five years to wear off, these participants might tend to be more realistic in evaluating their career development. Table IX shows that no relationship can be drawn between the length of time the CDA has been held and the type of career development reported.

Table IX

Length of Time CDA Held in Relation to Types of Career Development Reported

	New	1-3 Years	4-6 Years
Perceived:	4	8	8
Actual:	1	4	3
None:	0	6	1

A particularly germane possibility to explain the perceived career development is that perhaps the CDA process itself opens up a new awareness of the importance of the job. If a great deal of new learning took place during CDA training, the CDA holder may now see her/his job as much more significant, and may have regarded that fact as career development.

Another possible explanation for the perceived career development is that it may be a reflection of the attitudes of local program administrators. It is interesting to note that seven of the ten who reported a perceived salary increase due to the CDA were from the same program. However, there appeared to be too many variables, e.g. type and size of Head Start program, number of training slots available, and kinds of training available, to

establish a direct relationship between administrators' attitudes and perceived career development.

The data from the questionnaires included whether the CDA holders had ever been Head Start parents. It was felt that this information might have been important in denoting attitudes toward the CDA. However, as seen in Tables V through VII, it appears that no conclusions can be drawn concerning the relationship between being a Head Start parent and one's attitude toward the CDA.

However, three participants who reported that the CDA had increased their professional self-esteem also commented that their involvement in Head Start was more valuable in increasing their self-esteem. These participants had begun their involvement with Head Start as parents and had gone on to become Head Start staff members. One participant who reported no increase in self-esteem due to the CDA also commented that her work with Head Start was one of the contributing factors to her professional self-esteem. She had not been a Head Start parent.

Summary of Questionnaire Data

Thirty-four of thirty-six questionnaires reported enhanced professional self-esteem due to the CDA regardless of prior level of education. Twenty-nine out of

thirty-six reported enhanced career development due to the CDA regardless of prior level of education. Of those 29, more than twice as many had perceived career development as those who had actual career development. Level of education had apparently no influence upon whether career development was actual or perceived. There appeared to be no relationship between being a past or current Head Start parent and one's attitude toward the CDA.

Results of Interviews with Education Coordinators

Interviews were conducted in person with the four Education Coordinators. The interview format is presented in Appendix H.

Question one asked whether the CDA, when first brought to their attention, was optional or mandatory. Three Education Coordinators stated that the CDA was originally presented as mandatory for Head Start classroom teachers (excluding those with B.A.'s with a major in Early Childhood Education/Child Development). One stated that since the national office indicated that it would be mandatory in any new Head Start grants, that it would eventually be mandatory in all Head Start programs, so we should prepare for it. Another Education Coordinator felt that the CDA was made mandatory in the 1978 Federal

Register, and that it still is mandatory because what was written there in 1978 has never been rescinded in writing. The CDA is written into the job qualifications for the position of teacher in her grantee.

The fourth Education Coordinator stated that she regarded the CDA as an opportunity for a credential, even if one already has a degree. The experience of obtaining a CDA may make one more comfortable about furthering her/his education. She went on to describe how the CDA is appropriate for her staff because most of them do not have even A.A. degrees. Those who have a B.A. may be counseled individually to see if the CDA is the most appropriate goal for their career development or whether they should go in another direction, e.g., Master's Degree.

The second question asked if their grantee gave any financial or other recognition of the CDA. None of the four grantees offer a financial incentive for the CDA. Two Education Coordinators indicated that the CDA increased possibilities for promotion, either from teacher assistant to teacher or from teacher into a supervisory position. One grantee is developing a career ladder that will encompass the CDA as a promotion but without an emphasis on money.

The third question asked the Coordinator to state

her opinion of the CDA. Three were strongly supportive of the CDA. Some of the reasons mentioned were the self-assessment of skills, the identification of weak areas in a non-threatening manner, the opportunity to become more confident of what one does, and the fact that the CDA helps teachers understand the theory behind actual practices in the classroom. The fourth Education Coordinator felt that because teachers must have the Children's Center Permit, the CDA has not been that valuable in the past. Perhaps it is more worthwhile in some other states. In her opinion, the CDA will probably phase out within the next couple of years.

Question four asked whether staff had been receptive to the CDA or resentful. Two of the Education Coordinators stated that their staff were very receptive to the CDA. Seeing how fellow staff members who received the CDA grew and changed was very motivating. One indicated that she sees a tremendous difference between teachers who have gone through the CDA system and those who have not.

The other two Education Coordinators mentioned at least initial resistance to the CDA. For one, the many changes beyond local control were very frustrating. Changes of the regional grantee to administer the CDA program and changes at the national office caused so many

delays that staff interest could not be maintained. Frequent changes of assigned trainers brought discouragement. Year to year funding of the regional CDA grantee was a problem. When the funding was changed to a three-year grant, the program gained continuity and stability and teachers began to become interested again. Publicity about the CDA has also been responsible for teachers regaining enthusiasm for the CDA. Becoming aware of how many states have adopted the CDA, how many people have received it, and how they feel it has helped them has rekindled faith in the CDA. The strongest influence was a local person telling fellow staff members about her positive experiences with the CDA.

The fourth Education Coordinator indicated that although some staff with B.A.'s were receptive to getting a CDA, those with less formal education were somewhat anxious about the entire CDA process, especially the Portfolio. It was her personal opinion that because the CDA requires knowledge of theory, a trainee actually needs some college background.

Question five asked if there were currently any candidates in training. All four grantees had either people waiting to move into CDA training slots or carry-over trainees from the previous spring. All current trainees have been assigned a trainer. One Education

Coordinator mentioned that in the past, there were some delays in being assigned a trainer and that trainers had frequently been changed.

In question six, interviewees were asked to state whether everyone who had been in a training slot went all the way through to the LAT meeting.

Except for personal or medical reasons, or changing jobs, people who started the CDA process went all the way through to complete the LAT. In one grantee, there is a two-year time limit to occupy a training slot, and there is peer pressure from those waiting to get into a slot.

The last question of the interview asked Education Coordinators to state their ideas for enhancing the value of the CDA. Two of the Education Coordinators expressed their desire to see CDA tied into a degree program at the local colleges. Another Education Coordinator stated that CDA recognition by the traditional public school systems would enhance its value. She also felt that such recognition will eventually materialize. In addition, she stated that since California has now officially recognized the CDA as a Limited Children's Center Permit, that the state will have to become involved in monitoring the CDA process. She also considered the possibility that CDA may be a way to phase out some existing Head

Start grants if their staff is not receptive to CDA training.

The fourth Education Coordinator suggested that widespread publicity involving the broader community to sell people on competency-based training vs. college training would increase the value of the CDA. She also felt that community colleges should make the CDA competencies a part of their own requirements for early childhood education certificates--at least expand the competency-based and field-based aspects of their programs.

A salary increase should be offered, she felt, not as an incentive to get people interested in the CDA, but as a reward for increased skills. She recommended an increase in salary to begin a year after receiving the CDA, as a type of merit pay. In addition, she stressed the importance of commitment and support from all levels of the Head Start program administration.

Results of Interviews with CDA Holders

Fourteen questionnaires indicated participants' willingness to be interviewed. Twelve were contacted and a three-question interview was conducted by telephone with each. Refer to Appendix I for the interview format.

The first question asked why participants got their CDA. Six stated that they were either told that the CDA was mandatory or their supervisor asked them to

go ahead with it. Three stated that they felt it would be beneficial for their personal and professional growth. Two said that they felt that it would advance their careers (teacher assistant to teacher, better pay). One commented that she was not sure why; she liked working with kids.

The second question asked what they thought could be done to improve the CDA system. While they were going through it, or afterwards, did they think of any changes that should be made?

Four stated that there was no follow-up after receiving the CDA. It was put on the shelf and forgotten. They received no acknowledgement from their programs for acquiring the CDA and there was little, if any, continuing contact with the CDA system. One teacher said that she was not informed of the time limit to apply to Pacific Oaks College to receive up to 30 units for her CDA. Because of this lack of information she missed out on those units that would have helped her toward a B.A.

Four stated that explanations of the work required should be simple and easy to understand. Examples and models should be shown. Some people are frightened away because they feel the Portfolio is too hard. They felt that it was a lot of work but not really as difficult as it was made to seem.

Three mentioned that having more than one trainer was a problem. Trainers should have some Head Start background and be sensitive to local issues. They should be paid more so they could devote more time to training.

Two wished that there would be greater motivation to get the CDA, that all teachers would get it, not just some.

One stated that the system is good as it is.

One commented that there should be a differentiation between the CDA for a teacher and the CDA for a teacher assistant. If both in the classroom have a CDA, it makes them equals and confuses responsibilities.

One stated that there should be more encouragement for teacher assistants to get the CDA. They could begin by substituting for teachers and eventually move into a teacher position.

One mentioned the need for more national representatives, especially bilingual. She had to wait until the following year because no bilingual representative was available.

One felt that the LAT meeting was too long and that for the Portfolio, two examples in each Functional Area would be enough to show competency.

One stated that CDA's should get a monthly salary increase or at least a cash bonus.

The third question, after explaining that current trainees must now pay $250.00 for the CDA out of their own pocket, asked whether they would pay for their CDA if they had to do it over.

Five felt that they would pay $250.00 for their CDA if they were starting over because it was a valuable experience. One stated that she would rather pay for her CDA than to take general education classes at the local community college because the CDA was more helpful to her.

Seven stated that they would not pay for their CDA. One stated she would rather put the money toward going to the local community college. Another felt she would have to know there would be a monetary gain in it for her before she paid for it. Another felt that for a teacher assistant it definitely wasn't worth it unless a teacher position opened up, and several mentioned that since it is recognized only by Head Start, its value is very limited when looking for a job. Two commented that $250.00 was too much money for anyone working in Head Start who had to support a family.

Discussion of Interview Data

Of the population as a whole, only 19% reported no career development. Within the group willing to be

interviewed, the proportion reporting no career development was much higher, 36% (5 out of 14). One wonders what may have prompted these particular participants to agree to be interviewed in numbers almost double their proportion in the total population. It is also of interest to note that half of the population interviewed indicated that they were told or asked to get the CDA by their supervisors. Perhaps there is a relationship between having little say in the decision to get the CDA and lack of career development, perceived or actual. Table X shows the interviewee population breakdown by self-esteem and career development.

In looking at the information from both sets of interviews, one area that stands out immediately is how many teachers were either told that getting the CDA was mandatory or they were "pushed" into it by their supervisors or directors. This is in line with the Education Coordinators who indicated that they felt that the CDA was intended to be mandatory and, to several, it still is. Nevertheless, though these teachers felt they had little or no choice in the decision to go for the CDA, this did not seem to diminish the level of professional self-esteem gained from the CDA experience.

Another area that both groups of interviewees commented upon was the negative effects of changing

trainers in the middle of the training period. As was stated in Chapter II, with funding for training going directly to the grantees as of Fall, 1984, another big change is in store. Continuity will be a tremendous challenge, if possible at all.

Table X

Responses to Self-Esteem and Career Development by CDA Holders Who Were Interviewed

Number willing to be interviewed:	14
Number interviewed.	12
Self-Esteem:	
increased	11
uncertain	1
Total	12
Career Development:	
actual	3
perceived	4
none	5
Total	12

Due to the type of questions asked in the interviews, it was difficult to correlate responses between Education Coordinators and the teachers. Teachers'

comments were directed to improvements that could be made in the CDA process. Education Coordinators' comments were in response to possible changes to enhance the value of the CDA. However, some teachers did comment on the value of the CDA. Several mentioned that after they got it, the CDA was put on the shelf or in the closet. Once the LAT meeting was over, nobody cared anymore.

In contrast, several of the Education Coordinators wanted the CDA tied into a degree program. Perhaps if the CDA could be seen as a stepping stone to a degree program, teachers would not feel that after the LAT meeting, it is all over. However, for teachers who already have a higher degree, financial gain or some other type of acknowledgement would be more appropriate to increase its value. As one Education Coordinator mentioned, perhaps the CDA is not always the appropriate goal if a teacher already has a higher degree.

A number of teachers mentioned that it was only after going through the process that they recognized the value of the CDA. In the beginning, they felt apprehensive and anxious. One Education Coordinator commented on the anxieties of teachers who had little or no college background. She felt that to be successful in the CDA process, some college experience was necessary.

The topic of college credit for CDA training is

extremely interesting. The basic idea behind the CDA is competency with young children and their families. The only training requirements are minimal. Applicants must have at least three training experiences and these can be as informal as inservice training which every Head Start program offers anyway.

In comparison, the California Head Start Training and Technical Assistance Office, whose grantee is San Francisco State University (SFSU), offers as part of its CDA training slots, 4 units per year from SFSU Extension. The course description for Eed 300, three units, contains the following: This course is designed to provide Head Start CDA Candidates with the theoretical and conceptual background in areas of child development and learning theory to apply to their development of competencies in Head Start CDA functional areas.

College units for CDA training are welcomed by many and certainly this course would be a valuable learning experience. It also demonstrates that the CDA functional areas stand up to complex theoretical analysis and are worthy of university credit. However, considering the apprehension of a number of CDA's about the Portfolio alone, perhaps enrollment in such courses as described above is not appropriate as the first step in training for some CDA candidates. Especially for the kind of

population described by Hilliard (Jones & Hamby, 1980b), too much theory could defeat the purpose of the CDA.

It was expected that a salary increase for CDA would be mentioned much more frequently than it was. Only one Education Coordinator suggested it and only three teachers mentioned it during the interviews. Also, only three questionnaires had comments on lack of salary increase.

No other type of incentive (beyond tying the CDA into a degree program) was mentioned by the Education Coordinators, but a feeling of lack of support or even acknowledgement was reported by four teachers. From the beginning of the CDA down to more recent times, experts (e.g., Zigler in Jones et al., 1980a), have exhorted the national CDA office to offer incentives such as a pay differential, priority hiring, or higher status. Apparently these pleas have gone ignored from Washington, D.C., down to most local programs.

Among the population on which this study is based, none had to pay for their CDA. However, future CDA's will pay out of their own pocket. One wonders if the lack of concrete incentives will be a factor in deciding whether one will pay for the CDA or not.

Three of the four Education Coordinators were strongly supportive of the CDA. Surely their attitude

affects the candidates, but it is difficult to relate their attitude to the number of CDA's in their grantees. One grantee has its own local trainer which allows for consistency, stability, on-the-spot support, and is evidence of the importance the grantee gives to the CDA. This grantee attitude definitely carried over on their questionnaires and in the interviews.

One Education Coordinator stated that the CDA is still mandatory so that one can assume there is a great deal of encouragement and support for the CDA in her grantee.

Another was very supportive but she is in the decentralized position of dealing with six different Delegate Agencies. It may be difficult to keep the enthusiasm and encouragement at a high level as they are dispersed through several layers of personnel and over the geographical distances. Many of the negative comments on the questionnaire (e.g., the CDA is not respected at my agency) came from this Grantee.

One of these Education Coordinators acquired the CDA herself which would be a highly motivating factor for personnel in her Grantee.

Summary

The CDA was reported to enhance professional

self-esteem by 94% (34 out of 36) of the CDA holders in the population surveyed, regardless of prior level of education. The CDA was reported to enhance career development by 81% (29 out of 36) of those surveyed, regardless of prior level of education. Approximately one-third of the 29 had actual career advancement, and two-thirds had perceived career advancement. Whether the career advancement was actual or perceived appeared to be unrelated to level of education or how long the CDA had been held. Although 61% (22 out of 36) of the total population were either past or current Head Start parents, no relationship was evident between this fact and their attitude toward the professional value of the CDA.

Interviews with the four grantee Education Coordinators gave informative background data on each of the grantees. One of the most important facts gained was that none of the grantees had a financial enhancement for the CDA (contrary to what nine of the CDA holders reported). Thus, it was realized that not all reported career advancement was actual. As it turned out, twice as many CDA holders had only perceived advancement as had actual advancement. Knowledge of the Education Coordinator's attitude toward the CDA was also gained from the interviews. Although their attitudes were bound to be

reflected in the attitudes of the CDA holders, there were too many variables to draw a direct relationship.

Interviews with 12 of the CDA holders indicated that half (6 out of the 12 interviewed) were directed or asked to get the CDA by their supervisors. Seven of the twelve stated that if they had to do it over, they would not pay the $250.00 required of current candidates. Five indicated that they thought the CDA was definitely worth paying for. Many pertinent suggestions for improvement in the system were elicited.

The question upon which this study was based, does the CDA enhance professional self-esteem and career development within Head Start, was answered with a definitive yes.

CHAPTER V

SUMMARY AND CONCLUSIONS

The question addressed by this study was: Does the Child Development Associate (CDA) enhance professional self-esteem and career development within Head Start?

Procedures

A questionnaire was used to gather attitudinal data and background information from 36 CDA holders in Head Start programs in Alameda and Contra Costa Counties in the San Francisco Bay Area.

Interviews with the Education Coordinators of the four Head Start Grantees involved in the study elicited important background information such as attitudes of program administrators toward the CDA and the fact that none of the grantees offered enhancements for CDA attainment.

Supplementary interviews with 12 CDA holders who had indicated their willingness to be interviewed gave additional information on motivation to acquire the CDA. Also, many germane suggestions for improvement of the CDA process were made.

Principal Findings and Conclusions

This study found that the CDA enhanced professional self-esteem for 94% of the population surveyed. This finding held regardless of prior level of education and regardless of the order in which the CDA holders obtained their degrees/licenses.

The study also found that the CDA enhanced career development for 81% of the population surveyed, regardless of prior level of education. However, from information gathered from interviews with the Education Coordinators, it was determined that there were two distinct types of career development in effect. Only nine out of the twenty-nine who had indicated career development had an actual advancement (change to more responsible position or salary increase). Twenty of the twenty-nine had perceived career development (they believed that they had a career advancement due to the CDA but, in reality, either there was no actual advancement or it was unrelated to the CDA). It was shown that neither level of education nor time elapsed since acquiring the CDA had any effect on the distinction between actual and perceived career development.

In allowing for that distinction, several possibilities were considered. The belief that one had a career advancement that was actually non-existent could

be a carry-over from the enhanced professional self-esteem. Belief in their professional skill could flow over into belief in their career development.

A second, and possibly the most pertinent, consideration is that the CDA created awareness and understanding of the importance of child care and early education. If one's job became more significant, one might certainly feel that her/his career had developed.

A third possibility for the perceived career development was that it could be a reflection of positive attitudes toward the CDA of the program administrators. However, there were too many uncontrolled variables to be able to draw a conclusion in that regard.

Being a past or current parent in Head Start (61% of the population surveyed) did not appear to have any bearing on the CDA holder's attitude toward the professional value of the CDA.

In designing this study, it was felt that because California recommended the Children's Center Permit for all publicly-funded preschool programs and did not recognize the CDA as a legal license, that the CDA would not be seen to be of value for most Head Start staff. This assumption was definitely proven wrong by the data from the population surveyed. It is to be hoped that the results shown in this study will strengthen the position

of the CDA in California.

Recommendation for Further Research

In the present study, although the return rate of the questionnaires was high (84%), and the answers nearly unanimous to the question asked, the fact remains that the sample was small. Additional research with larger populations of CDA holders to ascertain whether the results would be the same is highly recommended. Knowledge of how the CDA is being handled in other states would also give a clearer picture of the value of the CDA.

The near-unanimity of CDA holders in reporting enhanced professional self-esteem speaks powerfully for the value of the CDA. Intrinsic rewards are known to be stronger than extrinsic, but one wonders how long the effect of increased self-esteem will last when there are neither extrinsic rewards nor continuing contact after the LAT Meeting with CDA personnel to renew or rekindle the intrinsic rewards. In addition, Katz (1982) calls for the study of the CDA in relation to the Hawthorne Effect. Is the increased attention paid to the trainee what is truly responsible for the CDA holder's positive attitude? Further study is necessary.

Another area that calls for a deeper inquiry is that of actual vs. perceived career development. What is the rationale behind thinking that one has a salary

increase due to the CDA when the belief is totally unfounded? Such perceived career development has been uncovered before. Gilman and Signatur (1979) reported career development related to the CDA because 67% of the trainees who responded to their questionnaire reported that they felt that the CDA was preparing them for better jobs. A follow-up study would be sure to yield interesting results. Pettygrove (1981) found no career development in her study of 100 CDA holders. Since her data were based on personal interviews with all participants, perhaps research procedures were a variable. Further study could be illuminating.

A related topic that invites study is the turnover rate of CDA holders within Head Start. In the present study, each grantee had had several CDA holders who had left Head Start. Why do they leave; where do they go; is their CDA of value to them outside of Head Start? These questions call for further investigation.

An additional area calls attention to itself for further study. Does success in the CDA system encourage people to go on for a higher degree? There was some evidence that this might be so in the present study, but further inquiry is necessary.

A final area suggested for further research includes the following questions. Does the CDA training

available reflect the needs of the individual participants (from the staff member who never graduated from high school to the one who has a public school teaching credential)? Does university credit preclude effective individualization? What differences in training are there in the various institutions offering CDA credit? Gilman and Signatur's 1979 study of the effectiveness of CDA training programs needs to be redone with an updated design. Such current information would be of great assistance to grantees who by Fall, 1984, will become responsible for CDA training.

Considering the fact that research studies conducted on the CDA number less than half a dozen, that the CDA is now 12 years old, and that it has been the recipient of millions of public dollars, it is past time to find some answers. Especially in view of the current efforts to develop the private sector involvement in CDA funding, we must have more information on the what, who, how, and why of the CDA.

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Appendix A

Child Development Associate Competency Structure

This chart outlines the Definition of a CDA, the Competency Goals, and the Functional Areas. It describes the settings for CDA assessment as well as the Preschool Endorsement and Bilingual Specialization.

Official Definition of the CDA

The Child Development Associate or CDA is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional and intellectual growth in a child development framework. The CDA conducts herself or himself in an ethical manner.

The CDA has demonstrated competence in the goals listed below through her or his work in one of the following *settings*:

- In a center-based program (CDA-CB).
- In a home visitor program (CDA-HV).

A person who demonstrates competence working with children aged three through five in one of the above settings is a Child Development Associate with a **Preschool Endorsement.**

A person who works in a bilingual program and has demonstrated bilingual competence in one of the above settings is a Child Development Associate with a **Bilingual Specialization.**

COMPETENCY GOALS	FUNCTIONAL AREAS
I To establish and maintain a safe, healthy, learning environment	1. Safe 2. Healthy 3. Learning Environment
II To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative
III To support social and emotional development and provide positive guidance and discipline	8. Self 9. Social 10. Guidance and Discipline
IV To establish positive and productive relationships with families	11. Families
V To ensure a well-run, purposeful program responsive to participant needs	12. Program Management
VI To maintain a commitment to professionalism	13. Professionalism

Resource: CDA Competency Standards and Assessment System, CDANCP, 1984.

Appendix B

THE 13 FUNCTIONAL AREAS

COMPETENCY GOAL I: To Establish and Maintain a Safe, Healthy, Learning Environment.

Functional Area 1: Safe
Candidate helps to provide a safe environment to prevent and reduce injuries.

Functional Area 2: Healthy
Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Functional Area 3: Learning Environment
Candidate uses space, materials, and routines as resources for constructing an interesting and enjoyable environment that encourages exploration and learning.

COMPETENCY GOAL II: To Advance Physical and Intellectual Competence

Functional Area 4: Physical
Candidate provides a variety of equipment, activities and opportunities to promote development of children.

Functional Area 5: Cognitive
Candidate provides activities and experiences that develop questioning, probing, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Functional Area 6: Communication
Candidate provides opportunities for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Functional Area 7: Creative
Candidate provides experiences that stimulate children to explore and express their creative abilities.

COMPETENCY GOAL III: To Support Social and Emotional Development and Provide Positive Guidance and Discipline

Functional Area 8: Self
Candidate helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.

Functional Area 9: Social
Candidate helps children to get along with others and encourages feelings of empathy and mutual respect among children and adults.

Functional Area 10: Guidance and Discipline
Candidate provides an environment in which children can learn and practice behaviors which are appropriate and acceptable individually and in a group.

COMPETENCY GOAL IV: To Establish Positive and Productive Relationships with Families

Functional Area 11: Families
Candidate maintains an open, friendly, and informative relationship with each child's family and encourages its involvement in the program.

COMPETENCY GOAL V: To Ensure a Well-run, Purposeful Program Responsive to Participant Needs

Functional Area 12: Program Management
Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, and record keeper.

COMPETENCY GOAL VI: To Maintain a Commitment to Professionalism

Functional Area 13: Professionalism
Candidate seeks out and takes advantage of opportunities to improve his or her competence, both for professional growth and for the benefit of children and families.

Resource: CDA Competency Standards and Assessment System, CDANCP, 1984.

Steps to the CDA Assessment System

STEP 1: APPLICATION

Applicant reads *Application Book.* → Applicant chooses Setting, Endorsement, Specialization. → Applicant chooses Advisor and P/C Rep. → Applicant completes Application with Advisor, P/C Rep and Program Director. → Applicant mails Application and fee to CDANCP. → CDANCP reviews Application. → CDANCP mails LAT material to Applicant who is now a Candidate.

STEP 2: INFORMATION COLLECTION (* No special order is required for these responsibilities.)

Candidate reads LAT material. → *Candidate distributes LAT material to Advisor and P/C Rep. → *Candidate schedules observations by Advisor and P/C Rep. → *Candidate completes Portfolio. → *Candidate checks with Advisor and P/C Rep to see if they have completed their responsibilities: Advisor Report, P/C Rep Report, Parent Questionnaires and Summary. → Candidate completes Readiness Notification Form with Advisor and P/C Rep and mails form to CDANCP with assessment fee. → (next line)

CDANCP reviews Readiness Notification Form. → CDANCP assigns CDA Rep. → CDA Rep calls team to schedule meeting, answer questions, and discuss procedures. → CDA Rep observes Candidate. → CDA Rep interviews Candidate.

STEP 3: LAT MEETING

1. *Introduction* Candidate, Advisor, P/C Rep, and CDA Rep meet together. CDA Rep introduces meeting forms. →
2. *Information Review* Team reads the Portfolio, Advisor Report, P/C Rep Report, Parent Questionnaires, CDA Rep Observation and Interview. →
3. *Review of Procedures* CDA Rep explains evaluation procedures. →
4. *Evaluation* Team shares information, discusses and votes on the the Candidate's performance in each of the 13 Functional Areas. Team documents vote, evaluation, and recommendations on Profile. →
5. *Verification of Process* CDA Rep verifies that all team members have been present and all procedures followed. →
6. *Final Decision* Final overall evaluation and vote. →
7. *Completion of Profile* Final decision and team member signatures are recorded on Profile.

STEP 4: CREDENTIAL AWARD

CDA Rep mails assessment material to CDANCP → CDANCP reviews assessment material → CDANCP notifies Candidate of its decision → Successful Candidate mails credentialing fee to CDANCP → CDANCP mails credential to Candidate who is now a CDA

Resource: CDA Competency Standards and Assessment System, CDANCP, 1984.

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Appendix D

HSST/CDA ELIGIBILITY REQUIREMENTS AND PRIORITIES

HHST

Priority for HSST training will be in the following order:

a) Persons that have obtained the CDA credential.

b) Head Start program staff enrolled with the CDA Consortium for assessment who have submitted their "Readiness Notice" and may take courses that will enable them to obtain a B.A. degree.

c) Classroom staff above 60 units that are enrolled in CDA training or enrolled with the CDA Consortium for assessment and want to take courses that will enable them to obtain an A.A. degree.

d) Non-classroom staff that are pursuing an A.A., A.S., B.A., or B.S. degree, particularly if related to their job duties.

CDA

Priority for CDA training will be in the following order:

a) All persons presently participating in CDA training who will attain the CDA certificate within two years.

b) Head Start classroom teachers who have not yet attained either the CDA credential or a bachelor's or more advanced degree in early childhood education.

c) Head Start classroom aides interested in CDA as a way of upgrading their skills in working with young children and their families.

d) Home visitors, particularly those who spend some time working with children in a group setting.

e) Head Start non-classroom staff who are interested in becoming a classroom staff member, look toward CDA training as a method for developing their skills in working with young children and their families.

Distributed to Head Start Grantees by California HSST/CDA Project, Community Development Institute, San Francisco, California, May 11, 1981.

Appendix E

SUMMARY OF PROPOSED REQUIREMENTS FOR THE LONG TERM INCORPORATION OF CDA INTO HEAD START (Excerpts)

1) Each Head Start Grantee and Delegate Agency whose program year begins on or after 45 days of the effective date of this policy (but not later than October 1, 1978) shall develop a CDA Training Plan for implementing the requirements in the policy.
   a. Opportunities for classroom staff to participate in CDA Training.
   b. Efforts to insure staff with realistic prospects of achieving a CDA Credential and/or a degree in Early Childhood Education.
   c. Opportunities for non-classroom staff to participate in CDA training.

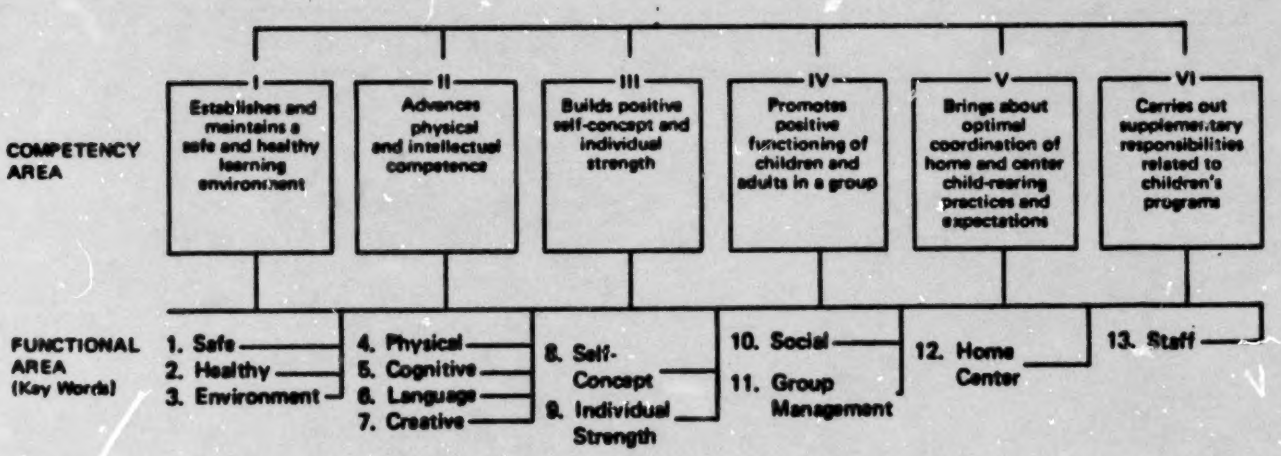
5) a. By October 1, 1978, all full year Head Start Grantees and delegate agencies must, for every four Head Start classrooms,* employ:
      (1) One CDA as a classroom staff member, or
      (2) One person as a classroom staff member with a Bachelor's Degree in E.C.E., or a more advanced degree in E.C.E. with appropriate supervised experience, or
      (3) One classroom staff member participating in CDA Training who is scheduled to attain the CDA Credential in two years.
   b. By October 1, 1979, all full year Head Start Grantees and Delegate Agencies must, for every two Head Start classrooms, employ:
      (1) One CDA as a classroom staff member, or
      (2) One person as a classroom staff member with a bachelor's degree in E.C.E., or with a more advanced degree in E.C.E. with appropriate supervised experience, or
      (3) One classroom staff member participating in CDA Training who is scheduled to attain the CDA Credential within two years.
   c. By October 1, 1980, any person who has been employed in a Head Start classroom for three years or longer and now has primary responsibility for directing the daily activities of the children (the Head Start classroom Teacher) must have:
      (1) A CDA Credential, or
      (2) A Bachelor's Degree in E.C.E. or a more advanced degree in E.C.E. with appropriate supervised experience, or
      (3) Be participating in CDA Training and is scheduled to attain the CDA Credential within two years.
   d. By October 1, 1981, all full year Head Start classrooms must have as the teacher having primary responsibility for directing the daily activities of the children:
      (1) A CDA, or
      (2) A person with a bachelor's degree in E.C.E. with appropriate supervised experience, or
      (3) A person participating in CDA Training who is scheduled to attain the CDA Credential within two years.

*Head Starts with less than four classrooms must also be in compliance.

Distributed by Contra Costa County Head Start Grantee Office, May 11, 1978.

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM

COMPETENCY STRUCTURE



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Appendix G

CDA Questionnaire

1. a) Please circle the number next to each of the permits, credentials, and degrees that you have received.

   b) Then, indicate the order in which you received them by writing 1st, 2nd, 3rd, etc., on the line to the left.

   ____ 1. CDA
   ____ 2. Children's Center Permit
   ____ 3. AA Degree
   ____ 4. BA Degree
   ____ 5. Teaching Credential
   ____ 6. Master's Degree

2. When you received the CDA, what job did you hold with Head Start? (Circle the number that applies to you.)

   1. Teacher 2. Teacher Assistant

3. If you were a Teacher Assistant when you received your CDA, are you a Teacher now? (Circle the number that applies to you.)

   1. Yes 2. No

   3a. If yes, were you hired with

   1. CDA only?
   2. CDA plus Children's Center Permit?

   3b. If no, the reason is

   1. there were no openings
   2. there were openings but you did not apply
   3. you applied but were not selected

4. How many years have you had your CDA? (Circle one.)

   new 1-3 4-6 7-10 more than 10

5. How many years (if any) have you been a Teacher? (Circle one.)

   new 1-3 4-6 7-10 more than 10

6. How many years (if any) have you been a Teacher Assistant? (Circle one.)

   new 1-3 4-6 7-10 more than 10

7. Have you been a Head Start parent?

   1. Yes 2. No

(over)

8. Do you feel that the CDA has increased your professional self-esteem? (Circle the number that best represents your feeling.)

No		Uncertain		A Lot
1	2	3	4	5

8a. If yes, in what way(s)? (Please explain.)

8b. If not CDA, what do you feel has been the greatest influence in increasing your professional self-esteem?

9. Do you feel that the CDA has enhanced your career development within Head Start?

1. No 2. Uncertain 3. Yes

9a. If yes, what kind of career advancements have you made?

1. increase in salary due to CDA
2. was Teacher Assistant, now Teacher
3. other (please explain)

9b. If no or uncertain, please explain.

Comments:

Are you willing to be interviewed? If so, please write your name and number, and indicate when it is convenient for me to call. All names will be held strictly confidential.

Thank you very much for your cooperation.

Appendix H

INTERVIEW QUESTIONS FOR EDUCATION COORDINATORS

1. When CDA was first brought to your attention, was it optional or mandatory?
2. Does your Grantee give any financial or other recognition for the CDA?
3. What is your opinion of the CDA?
4. Has your staff been receptive to the CDA or resentful?
5. Do you have any candidates in training right now?
6. Has everyone who has gotten a slot received a trainer?
7. Does everyone who receives a training slot go all the way through to the LAT Meeting?
8. What are your ideas to enhance the value of the CDA?

Appendix I

INTERVIEW QUESTIONS FOR CDA HOLDERS

1. Why did you get your CDA?

2. What do you think could be done to improve the CDA system?

3. Would you pay for your CDA if you had to do it over again?